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ABSTRACT

This book presents an overview of and prescription for adult education in India. Following an introduction to the problem of illiteracy in India, the book's 14 chapters cover a broad spectrum of adult education issues. Topics discussed include adult education and national development; roles of voluntary organizations, universities, colleges, and students in adult education; management principles in adult education; extension and adult education programs; and research in adult education. Some adult education programs functioning on the national level and in Tamil Nadu are described. The book also offers suggestions for creating and implementing programs for rural women, provides techniques for action programs, and suggests a training methodology for adult educators. Extensive appendixes to the book provide statistics on literacy in India. organizing adult programs, use of television, national plans for literacy, teaching aids, evaluation tools, adult education agencies, and a glossary of terms. A bibliography also is included in the book. (KC)

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ASPECTS OF ADULT EDUCATION

RAJKUMARI CHANDRASEKHAR

U.S. DEPARTMENT OF EDUCATION
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This study, on some aspects of adult education in India, particularly Tamil Nadu by Dr. Rajkumari Chandrasekhar deals with programmes at the National and State levels, the role of the various agencies, methodology for rural women, management principles, extension and adult education programmes, training methodology and research in adult education. A useful book for students of Androgogy and others interested in the field

Rs. 60.

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DEDICATED TO

MY

Affectionate father Sri T. M. Dorai Pillai,
Scholar Mother Smt. Rajeswari Dorai Pillai and
Most affectionate brother Dr. T. D. **Mohannathan**,
former member of Senate and Academic Council,
University of Madras.

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FOREWORD

Adult education is gaining importance and recognition all over the world. No one can be satisfied with the literacy percentage of 34 in our land or of 46 in our state. Most of our welfare programmes depend, for their success, on an educated and well informed society. So, it is imperative to launch the adult education programmes on a war footing.

At this juncture, Dr. Rajkumari Chandrasekhar's book *Aspects of Adult Education*, is to be welcomed. It begins with a stress on the need for adult education for national development. It is not the responsibility of the Government alone to cater to the adult illiterates. Every educated person and every educational agency has a sacred duty by the society and that is to spread education among the underprivileged.

The glossary dealing with new meanings for well known words, the practical guidelines for organizing adult education programmes, a systematic and coherent exposition of its aspects—all these enhance the value of the book. The language throughout is simple and clear.

The authoress deserves to be congratulated and it is hoped that individuals and institutions engaged in adult education work will find this book extremely useful.

16 August, 1981
University of Madras
Chepauk, Madras-5.

G. R. DAMODARAN
Vice - Chancellor.

PREFACE

As stated by President Eisenhover of United States, the field of Adult Education is growing both in size and significance and people should be helped in the formulation of sound judgements and in solving the problems of our changing society. In India also the significance and impact of adult education is felt and more and more Indian Universities are introducing degree and post-graduate courses in Androgogy, popularly known as Adult education.

In this book, a modest attempt has been made to present some aspects of adult education. The scope of the subject is restricted to Indian situation.

It is not possible in a book of this size to provide the details of all the programmes, past and present, organized by various agencies. For the benefit of those who are interested in obtaining latest information about the activities of various adult education agencies at various levels, a list is provided in appendix XII. Every educated person interested in developmental programmes in this country should know what is going on in the field of adult education because adult education in this country is not an educational programme but a social programme connected with development. For their benefit a glossary of terms used by adult educators is given in appendix XIII.

It is hoped that this book will be found useful not only by the students of Androgogy but also by educationists, social workers, management experts, public administrators extention, workers and others directly or indirectly connected with adult education.

I am beholden to Dr. G. R. Damodaran, former Vice-Chancellor of Madras University for his enlightening foreword to the book.

The present Vice-Chancellor of Madras University Dr. S. Santhappa and the Registrar, Mr. Kumarasamy were kind enough to give me necessary permission to publish this book.

I am grateful to Professor R. Jayagopal, Head of the Department of Adult and Continuing Education for his help and encouragement in completing this manuscript. His recent book, *Case Studies in Village Literacy Programmes*, (University of Madras, Madras, 1981) was also useful for this study.

I extend my most sincere appreciation to my sister Mrs. Kamalish Kumari for having created an academic interest in me and to my husband Sri. Chandrasekhar for his keen interest in all my endeavours.

I avail this opportunity to thank : Mr. Selvaraj for typing the manuscript ; M/s. New Era Publications for publishing the book ; M/s. Balaji Power Press for printing the book neatly.

For my future guidance, I request the scholars to keep me informed of any omissions that they may notice in this book.

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Rajkumari Chandrasekhar

INTRODUCTION

There is a consensus among adult-education experts that the adult literacy programme should not be implemented through syllabi or administrative measures alone. Programme designs must be oriented for broader and better vision of life. Economic and social experts have therefore, given a new name for adult-literacy—'Education for better living'.

Adult Education has a long history in India[1]. Over the centuries we have evolved several interesting forms of non-formal education so that an average Indian who was an illiterate, for lack of access to formal education, could still be considered a man of cultute and civilization. In ancient India, education was considered only in terms of incidental education. It was entirely dependent on home and society, and other medias like folk-dramas. The village bards who were eminent singers fascinated the villagers and the Royal Court by singing episodes of the remote past. Through these songs, people not only learned the village history but also the language of the land. Instruction in religious, civic and social branches were given by professional story tellers. In ancient India literacy was confined to kings, priests, nobles and merchants. Though education was mostly confined to classical Sanskrit, the scope of adult education was enlarged by the use of popular languages like Pali and Prakrit.

Night schools played a great part in the British period. Though English rulers had little concern for the education of adults, they provided grants for night schools. Jail Schools were initiated by Walker during 1877-1878 in Bombay. During 1918-1926 Mass Education programmes were conducted.

After independence, the central advisory board of education appointed a sub-committee in 1948 to report about adult education activities in India. The committee in its report said although both literacy and general education form a part of adult education, greater emphasis should be laid on general education to enable every Indian to participate in the New Social Order. In 1956 the Central government established the National Fundamental Education Centre in Delhi to organise training programmes for district social education organisers, and other high level personnel.

At present the formal system of education is very much prevalent in India. The secondary and higher education is being availed of only by 10 percent of the age-group 15-25. This majority is from the upper 20 percent of the population. Though Article 45 of the constitution envisages compulsory universal primary education, the achievement as regards to the 100 percent of enrolment at the elementary stage remains a myth. Nearly 58 percent of the boys and girls, who enter class I drop out before they reach the V standard. Improper planning in the formal system of education contributed to 60 percent illiteracy in the age-group 6-11.

An assessment of our educational systems shows the inefficiency, qualitatively and quantitatively. The reasons for this inefficiency are many and they may be listed as the lack of well-defined objectives, shortage of well-trained personnel, outmoded and often purposeless curricula, dearth of teaching aids and other accessories. The result is high drop out which, at times, is around 50 percent.

Thus a big proportion of educational budget is spent on students who drop out even before completing class III without, receiving any benefit of education. A proper distribution of the educational expenditure among the different categories of education is the need of the present. While the fact that the normal school-going boys and girls deserve attention from the educationists, the category of handicapped demands greater attention.

The illiteracy percentage gives room for anxiety. During 1947, when the population of India was more than 30 crores, he percentage of literacy (See appendix I and II) was around 14 and during 1971 when the population had almost doubled, the percentage of literacy was 29.46. Owing to the increase in population which has been faster than the growth of literacy, the number of illiterate persons (excluding the age-group 0-4), in absolute terms, has increased from 1951 to 1961 and again in 1971 from 247 millions to 267 millions and to 309 millions respectively. This shows the irony that while illiteracy percentage is decreasing, the size of illiterate population has been continuously swelling.

The major weakness of the formal system of education is that it divorces work from development and has no strong relationship with productivity and aspirations of the people. This system of education has grown into a huge monolithic structure with tremendous emphasis on regidity and conformity. Further the benefits from such a system of education reach only a minority of the population. The formal system of education can never bring all the different age-group to school or provide life-long education. Poor people are not benefited by this system of education. If we are to create an egalitarian society, the masses must be educated and organized, so that they have their share of power to improve their standard of living. This is the basic need in any national programme of education and development.

Against this background, adult education assumes greater importance for the illiterate millions[2] since adult franchise cannot be practised without literacy of the masses. That is why Gandhiji conceived adult education as the spearhead of a silent revolution with the most far reaching consequences. All education programmes must be integrally related to some form or other socially productive work. Adult education which is the need of the present Indian situation should be connected to all development programmes.

The claim for such education is equally the right of both men and women, the urban and the rural people. That is why the Universal Declaration of Human Rights[2] includes education as one of the basic rights of all human beings and expresses faith in the direct use of education in reducing inequalities in society. Further in Indian context adult franchise is utilized as an instrument for setting up the political structure or the government of the State. The electorate must have a fair knowledge for exercising their franchise to elect the right type of candidates for running the government. Atleast to make this political instrument more effective adult education programmes must be implemented. It must also be integrated with the development in the sense that it must involve the people actively in programmes of social and national development, for the welfare programmes for their success depend only on an educated and well-informed society.

The Government of India is of the opinion that the formal education system alone cannot solve these problems. An educational system with an emphasis exclusively on formal schooling is neither viable nor efficient in promoting education and providing learning facilities for everybody. Only through a combination of various educational and learning modalities, through a comprehensive system, bringing together formal, non-formal and incidental ways of learning, the traditional and non-conventional ways of education and learning the existing exclusiveness of education and its divorce from life could be overcome. Therefore it is evident that education should be an essential component of development.

References and Notes

1. Anil Bordia *et al* ; *Adult Education in India*, Indian Adult Education Association, New Delhi, 1973, pp. 3-5.
2. Rajkumari Chandrasekhar ; "Adult Education", *Social Welfare*, Ministry of Social Welfare and Education, New Delhi, 1976, p. 28.
3. "Country planning and progressing of Literacy activities", *UNESCO Asian Regional Seminar Report*, Iran 1976, pp. 43-45.

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ADULT EDUCATION AND NATIONAL DEVELOPMENT

Adult education is difficult to describe and almost impossible to define because it is found in so many different forms under sponsorship of a wide variety of institutions and agencies. The term adult education is generally used to designate all those educational activities that are designed specifically for adults.[1]

Learning by adults may occur in two types of setting. Adults may learn from their natural social setting and every day experiences in living, whether at work or at leisure. By and large, however, such activities produce learning largely by chance or by accident. While everyday activities may provide unparalleled opportunities, the learning achieved thereby is casual, ineffective and uncertain. The natural social setting provides opportunities to learn and this may be called as informal learning.

The second setting in which learning by adults occurs is the formal instructional setting where the element of chance is minimized. This setting comes into being when an educated agent designs a sequence of tasks using specific learning procedures to help an adult achieve a mutually agreeable learning objective. This is adult education.

A formal education has been described by Philip Coombs as highly institutionalised, chronologically graded hierarchy structured education system, spanning the school and upper reaches of the University. Organised educational activity in India comprises about entirely formal education.

There is another dimension to the concept of education, known as the non-formal education. Non-formal education can be defined as an educational opportunity to those who cannot, or could not, benefit from formal education. Non-formal education is also, particularly in a country like India linked with the process of development in an integrated and dynamic manner. The National Adult Education Programmes (NAEP) organized and implemented by the Government of India come under the purview of non-formal education programmes. After considerable study, Philip Coombs[2], have come to the conclusion that non-formal education of the right kinds and right places, properly tied to complimentary effects is a patent instrument to deal with rural poverty.

Economic development of a country is possible only through development of 'Human Faculty'.[3] It is human factor which contributes 50 percent of the economic growth and this is true of many of the developed countries. Hence, it is important to promote the efficiency of an individual which will be tantamount to promoting human faculty. Planning can only create facilities for economic development. But the utilization of facilities depend upon the will and capacity of the human ingenuity to use those facilities

One of the reasons why the mighty community development programmes initiated during 1954 failed is due to this aspect. About two decades back in the state of Uttar Pradesh, people in a group of villages refused to use the water from a particular canal for irrigating their figlds. The reason given by them was that by constructing a dam up-stream to produce electricity, the government has taken away the energy from the water and what they get for cultivation was only the worthless water which was not fit for anything and can go only as waste. In this case the villager is neither motivated to make use of the facility nor is qualified to make use of other human resources.

It is a fact that knowledge through literacy bestows enterprise, imagination, and qualities of risk taking, all of which constitutes the background for economic growth.

The country's developmental activities which consist of a number of welfare programmes will have its full benefit only if the people are educated. While determined efforts must be made to universalize elementary education upto the age of 14 years, educational facilities must be extended to adult-population, to enable them to develop their potentiality.

In any democratic country, every citizen has a fundamental right for education. The impact of socio-economic programmes will be felt only when educational awareness is created among the beneficiaries regarding the object and utility of the programmes.

NATIONAL ADULT EDUCATION PROGRAMME

The National Adult Education Programmes (NAEP) was launched on October 2nd, 1978, by the government to enable the masses to play an active role in social and cultural change.[4] Adult education programmes was organized, with literacy as an indispensable component for approximately 10 crores of illiterate persons in the age group 15-35. This programme would cover the entire country and would be related to physical environment of the area, and the socio-economic and cultural conditions of adult learners.

According to the census of 1971 total number of illiterate persons are shown as 211.7 millions out of whom 98.2 millions are in the age group 15-35.

The reasons for giving highest priority to this particular age-group are two fold : 1. This is the most productive age group; 2. 50% of the illiterate population are in this age group.

The national document on adult education programmes places literacy only as a means for some other ends. It is based on the broader framework of non-formal education, for a larger effort to acquire particular skill, say, agriculture or horticulture, participation in active political life in order to exercise one's rights, for a successful living. The term literacy must be used to

cover this wide range of "learning, working and living". "Awareness", "functionality" and "literacy" are described as the objectives of NAEP.

In the first process of creating awareness in the adult learners, adult education offers continuity in the educational growth of the learner. It covers the entire life span. Adult learner, should be made to realise that this learning is only for his own development.

Another feature of NAEP is that adult education should be functional. It should have a pragmatic objective like individual development through functionality.

Adult education has a great social value as it offers opportunities to the under privileged segments of the society to improve their education and occupational skills.

It should aim at developing their Hands (Physical development), Heart (Emotional and Social development), Head (Intellectual development i. e. literacy skills).

Adult Education, while emphasising the acquisition of literacy skills should also cater to the following :

1. Adult education should enable the masses to secure better working and living conditions.
2. Adult education should face the challenge of the environment and development needs of the country with their active participation.
3. Adult education should be flexible regarding duration, time, location and instructional arrangements.
4. Adult education should be systematic in all aspects of organisation.

5. Adult education should be functional and adapted to the needs and demands of the learners.

6. Adult education should enhance their competence and improve their performance.

Literacy skills like reading and writing should be taught in terms of utilising the skills for immediate interaction in the environment.

There is a need to view the NAEP as a mass movement. From the organizational point of view it is of the utmost importance that elaborate preparations are made for linking this massive programme with other agencies. Since this is the first time government had decided to launch a well planned programme of adult education, planning and implementation of such programme will require support by a large variety of persons including educationists, social workers, perspective planners management experts, system analysts and adult educators.

Exercise in planning have to take place, not only in the State and Central level but also in local bodies, voluntary agencies, Universities, etc., It is of great importance that implementation of adult education programmes should be decentralized. It is necessary to establish agencies for co-ordination and catalization. Field level workers should have scope to use their initiative and resourcefulness.

Voluntary agencies have a special role to play and necessary steps should be taken to enlist their support and involvement. Instructional work shall be done by the teachers, students, underemployed youth, and unemployed men and women. However, they must be imparted the necessary skill and then should be entrusted with the responsibility of organizing such adult education programmes (See Appendix III).

Hence there is an imperative need to make this NAEP as a 'united front' to fight against the problem of illiteracy. It should be a co-operative enterprise from different segments of society and organizations, calling for the support of men, material and other necessary pre-requisites. This should be made as a

movement and full support must be given by all sections of society to make it a complete success. With these principles and policies NAEP should become a national commitment. What is necessary—indeed a pre-requisite for the motivation of all those involved in NAEP—is to induce a spirit of hope and confidence.

Our resources like education, skills and energy should be fully deployed to meet this national challenge.

References and Notes

1. "There are many possible definitions of adult education for a large number of adults in the world today, it is a substitute for the basic education they missed. For the many individuals who received only a very incomplete education, it is the complement to elementary or professional education. For those whom it helps respond to new demands which their environment makes on them, it is the prolongation of education. It offers further education to those who have already received high level training. And it is a means of individual development for everybody. One or other of these aspects may be more important in one country than in another, but they all have their validity.

   Such adult education programmes through providing a second chance have proved to be a useful complement to education and may be an important alternative to the formal system.," Madhuri R. Shah, *The Hindu*, June 16, 1981.

2. Philip Coomb & Manzoo Ahamed, *Attacking Rural Poverty*, The John Hopkins University Press, Baltimore, 1974, p. 59.

3. Rajkumari Chandrasekhar, "The Role of Voluntary agencies in meeting the needs of female Literacy in Adult Education", *Educating the Million*, Asian Regional Seminar on life and continuing education, All India Women's Conference, New Delhi, 1976, p. 35.

4. *National Adult Education Programme, An Outline*, Ministry of Education and Social Welfare, Government of India, New Delhi, 1979, p. v — viii.

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SOME ADULT EDUCATION PROGRAMMES AT THE NATIONAL LEVEL

Various adult education programmes are conducted at the National level. A few of them are mentioned below.

FARMERS TRAINING PROGRAMME

Farmers Training Programme is based on the concept that there is a direct correlation between physical and human ingredients in agriculture, between inputs and the upgrading of human resources. The main goal of the scheme is to achive self-sufficiency in food.

Training of farmers, farm broadcasting and functional literacy courses are the main components of the programme. Training of farmers is conducted through farmers training centres, demonstration camps, young farmers groups etc. Farm broadcasting is strengthened by farm forums, discussion groups etc. Functional literacy course is implimented through a network of 60 groups of farmers in each of about 100 districts all over the country. The main problems are listed beiow :

1. the lack of synchronization of effort and methodological approach.
2. the lack of continuity in the orientation and the training programmes for group leaders.
3. the lack of co-ordination between target and the service systems and
4. inadequate feed-back from experience to the programme.

Based on the achievement and experience gained, the plan proposed to 1. extend the functional literacy component to cover a total of 175 districts ; 2. reach a target of about 1.3 million farmers to be brought under the project 3. extend the project to areas other than those covered under the high yielding variety programmes.

NEHRU YUVAK KANDRAS

The National Service Volunteer Scheme was launched in 1977-78 under Nehru Yuvak Kendras (NYK). It was decided to provide 2-6 National Service (NS) Volunteers for each NYK and to organize 15-20 Youth Centres called *Chetna Sanghs* through each NS volunteer.

A *Chetna Sangh* [1] is an adult education centre with arrangements for sports, recreation, social service activities, cultural programmes and discussion groups. These *Chetna Sanghs* are also organised in compact and continuous areas with special emphasis on organisation of rural youth. It has been laid down that 50 percent of NS Volunteers should be women and 50 percent of the *Chetna Sanghs* established should also be for women.

Only those NYK where the person incharge had a one month training in youth organisation and adult education was entrusted with the responsibility of organising *Chetna Sanghs* through the NS volunteers. There are 138 such NYK, and the number of *Chetna Sanghs* which are organised by each NYK various from 30 to 100. The NYK function with considerable autonomy and take their own decisions regarding the teaching and learning materials to be used and the details of the programme. In the past one year, the NYK method of organisation of adult education activities has developed as a feasible model of organisation of government programme.

VOLUNTARY ORGANISATIONS

Before independence, voluntary organisations were practically the only agency in this field, and the dedication of these workers achieved appreciable results. After independence and with the advent of planning, it became a definite govermental policy to

encourage voluntary organisations. These organisations have a special role in carrying out pilot projects, research and investigation in literature production, in working with special groups where a high degree of dedication is called for and in establishing liason with the people and mobilising local support.

Bengal Social Service League, Calcutta : Bengal Social Service League was recognised by the Central Government in March, 1978 as the State Resource Centre. Established in 1915 by a visionary doctor, the league has been concerned for years with production of teaching and learning materials, training and organisation of field programmes. The emphasis has been on serving the marginal farmers, landless labourers, artisans and women.

Between March, 1978 and the August, 1979, training courses were conducted for 1500 trainees. These included NAEP functionaries drawn from Universities and Colleges, Nehru Yuvak Kendras, voluntary agencies and State Government. The State Government decided that the responsibility for training of Project Officers shall rest almost exclusively with the State Resource Centre.

Bengal Social Service League specialise in the production of teaching and learning materials. Apart from Bengali, they have produced materials in Assamese, Oriya, Urdu and Hindi. There are two sets of learning packages—one for use, what is known in their State as the Comprehensive Development Areas and the other for nonformal adult education programmes for urban areas. The package comprises primers, 5 follow-up books, an instructor's guide and a variety of posters. A beginning has been made with a 16 mm sound film and 3 film strips.

Literacy house is another voluntary agency in the field of adult education founded by Welthy Fisher at Lucknow, Utter Pradesh. Gandhiji is reported to have said to Welthy Fisher that "Cities have everything, villages have nothing. The real India lives in its villages and help them live in the villages.

Teach them to read". It is a story of single minded devotion and pursuit that has covered many a mile stones. Literacy house today has emerged as one of the best equipped centres for literacy and adult education work in India.

The first headquarters of this noble endeavour was a verandah of a small house in the compound of agricultural institute at Allahabad. Her first literacy class comprised of 40 men 3 women section [2]. She began to think seriously how teachers could be best trained, villagers taught reading and writing and books written for them. She was convinced that if poverty, disease and ignorence were to be wiped out from the country the quickest and most effective means would be teaching the rural masses to read and write.

The major objectives of literacy house is to initiate action oriented programmes of adult education as related to food production, family life, man power resource development, and teaching learning material production. In the light of changing societal needs and situations, literacy house had set out the following tasks :

1. Develop institutional and staff capabilities and resources to meet training and material production of government programmes.

2. Develop literacy house as a model demonstration institution in functional education, stressing quality in the training programme and material production.

3. Organise Functional Literacy programme through action projects in agriculture, family life education and occupational training for man power resource development to promote literacy percentage.

4. Develop communication aids for functional literacy and adult education including T. V., Radio, Folk Art, etc.

5. Establish collaborative relationship with various government and non-government agencies at Regional, State, and National level.

6. Programme activities should include programme planning in

6-1 Family life education

6-2 Agriculture development education

6-3 Functional literacy education/training

6-4 Literacy education communication media

6-5 Research/Evaluation

6-6 Library service

6-7 Publication

6-8 Resource development service.

Initially a number of foreign agencies like World Education (New York) World Literacy (Canada), Ford-Foundation (U. S. A.) and a few other agencies from Netherlands supported the programmes of the organization. Now the literacy house gets its financial support only from the State Government and the Government of India in the radio of 30 : 70.

Literacy house accomplished many successful programmes which developed through various stages. The Institute has trained 15,300 literacy workers, 2,750 supervisors, 1,300 adult educators, 1,650 women field workers of ICDS/NAEP. In the area of material preparation the Institute developed nine sets of basic material in nine languages each having a package of primer, a work book, supplementary reading material, teacher guide and teaching charts. With the advent of NAEP, literacy house gained the status of State resource centre for the State of Uttar Pradesh.

NON-FORMAL EDUCATION FOR HANDICRAFT TRAINEES

As a result of the joint effort of the Department of Industries of the Government Jammu and Kashmir and the All India Handicrafts Board over 700 handicraft training centres have been established, mostly in the valley. There are about 100 such centres in and around Srinagar [3].

Each centre provided training of 1 to 2 years duration in carpet-weaving, metal work, wood-carving etc., The number of trainees, in each centre is about 50 and there are generally 3 craftsmen instructors. Each trainee is given Rs. 60 per month, half of which is deposited in Savings Bank account in the trainee's name, to be made available to him for purchase of equipment upon conclusion of the training. After training, it is proposed to form craftsmen's co-operative societies and to use the State Government emporia for marketing their goods. The trainees attend the centre for 6 hours a day for 6 days a week. Almost all the trainees are illiterate or early school drop-outs in the age-group of 12 to 18 years.

The State Education Department is working closely with the programme of craftsmen's training. Non-formal education programme which aimed at providing literacy and functional education to the trainees, has been made a part of all the training centres. One hour out of every 6 hours of training is used daily for literacy and functional education programme. Literacy is being imparted in Urudu and it is accompanied by discussions about formation of co-operative societies, types of raw-materials, sources, marketing, etc.

ADULT EDUCATION IN URBAN AREAS

Although the rural population and its social, economic and educational needs are important for adult education, the urban population in a country like India is by no means small. An area where we have built up some experience is the education of industrial workers. With increasing industrialisation, need was felt for educating industrial workers about their roles and responsibilities in society, industry and their unions so that genuine trade union leadership could emerge from among themselves. For this purpose, the Ministry of Labour had set up a Central Board of Worker's Education in 1956, which has been organising training of (education) officers, trade union officials and worker-teachers, and holding classes for the rank and file of workers. The Board has trained over 1.7 million workers from over 5,000 enterprises. These courses have generated a general consciousness in the working class and added to their understanding of the trade union movement.

The Ministry of Education, side by side, carried on an experiment of broad-based social education of the workers with the object of stimulating a desire for knowledge in the working class, providing facilities for general education, arousing a sense of social and civic responsibility and providing wholesome reaction. Two institutions were set up for the purpose, one at Indore in 1960 and another at Nagpur in 1968, and evaluated in 1970. The main lesson was that these institutions should base their programme on clear identification of the needs of the workers and should also cater to the needs of other industrial workers.

POLYVALENT ADULT EDUCATION CENTRES (URBAN BASED)

What is known as the Polyvalent approach and the the Polyvalent Centre emerged out of these experiments and they seem to hold considerable promise. The Polyvalent centre[4] is based on the principle that the adult worker should have continuous access to education and training throughout his working life. Persons should be accepted at the educational level where they are, and taken to the level they can possibly reach, and that this education should be functional. The programmes should be integrated and tailor-made to meet each individual learner's specific needs. It should be need-based and problem oriented. The centre is primarily intended for working adults in urban and industrial areas.

The economic problem pertains to the provision of guidance services and training and placement for those wanting to enter employment, change their jobs or improve their job performance. The need for such services is due to large number of jobs available in the urban areas and the need to bring together the prospective employers and employees, the desire for lateral and vertical mobility of the labour force and rapid changes in technology.

The problems relating to civic training are very arduous and yet very essential. If closely packed human beings cannot live as a community and are not aware of and do not work for their common interests, they can only explode. It is this absence of community life and community sense in the cities with their size,

their speed, their heterogeneity, their vast inequalities, their temptations and exploitation that breed violence and crime, and make the cities not only the seats of economic and political power but also the potential spots of volcanic eruption.

The need for non-formal educational facilities outside the regular educational system is therefore an urgent necessity for urban citizens and workers, for people wanting to improve prospects, satisfy and diversify, their interests, utilise their leisure profitably. One of the educational institutions aiming at the satisfaction of these educational needs is the polyvalent adult education centre.

The first such polyvalent centre was set up in the city of Bombay. The centre concentrates its energies and resources on helping those who are economically under privileged. The educational and training programmes are diversified, and are drawn up on the basis of specific needs of particular groups of working adults as identified through a survey. These are held at a time and place of convenience to the learners. It is conducted in the language of the learners, whose background education should not be a handicap and practical education. The curricula includes a wide range of related subjects, presented in an inter-disciplinary way and aimed at the integrated development of the learner.

There has been general appreciation of these courses as shown by the great demand for repeating the courses or developing new ones, since the courses directly contribute to increased efficiency and better wages This generated interest has led the government to decide to have a network of such centres established in various cities and industrial towns in the country during the Fifth Five Year Plan.

NATIONAL ADULT EDUCATION PROGRAMMES (NAEP)

As stated earlier, National Adult Education Programme is one of the mamoth programmes of this country, which would extend educational facilities to adult-population. These programmes are related to political environment of the area, and the

socio-economic and cultural conditions of the adult learner. These programmes which are of prime importance at the national level, had already been referred to.

References and Notes

1. R. N. Sason "Nehru Yuvak Kendra, Alipur — Delhi", Ministry of Education and Social Welfare, Government of India, p. 14.

2. V. Tripathi, "Literary House", *Indian Journal of Adult Education*, September 1979.

3. "Adult Education and National Development — Concepts and Practises in India", Directorate of Adult Education, Ministry of Education and Social Welfare, New Delhi, p. 5.

4. The term 'Polyvalent Adult Education' is used to indicate a multifaceted approach to adult education and the Polyvalent adult education centre is intended as an organisational structure distinctly for adult education purposes to provide a variety of "needbased" courses for the working population. The range of course offered is very wide. "Adult Education and National Development", Directorate of Adult Education, Ministry of Education and Social Welfare, Government of India, New Delhi, July 1975. p. 14.

4

SOME ADULT EDUCATION PROGRAMMES IN TAMIL NADU

According to the Directorate of Health Services and Family Planning the population in Tamil Nadu was 19.3 millions in 1901, 26.3 millions in 1941, 33.7 millions in 1961 and 41.4 millions in 1971. According to literacy statistics collected by the Directorate of Adult Education, Ministry of Education and Social Welfare, Government of India, the literacy percentage in 1961 was 35.39 and increased to 45.40 in 1979. It is evident from the above mentioned figures that the growth of literacy is very negligible compared to the growth of population.

Reverting to history, we find that adult education was implemented for the first time in Tamil Nadu in the year 1948-49.[1] The scheme is for the adults in the age group 13 to 49 years and its emphasis is to eradicate the illiteracy among the masses and elevate their position so that they could read the popular dailies.

The scheme was modified in 1954-55 and its efforts in the field of adult education was confined only to schools opened and maintained in community projects and national extension service areas. This was of three years duration like 1948-49 scheme and it covered the age group 8 to 18.

During that time the number of adult literacy schools under that scheme in the state was only 8. The schools existed in four districts viz. Coimbatore, Dharmapuri, South Arcot and Tiruchirapalli. The total adults enrolled in these schools were about 238.

During 1969-70 the government sanctioned opening of 500 adult literacy centres of 4 months duration at an estimated cost of Rs. 60,000 for enrolling not less than 10,000 adults at the rate of at least 20 adults for each centre. Six day training course was conducted for the adult educators to plan and start the adult literacy centre. The principles adopted for the farmers education and functional literacy programme were adopted in this programme.

FARMERS EDUCATION AND FUNCTIONAL LITERACY PROGRAMME

The scheme was first introduced in Tamil Nadu during 1968-69. Under this scheme 60 centres were functioning in 3 revenue districts and 90 centres were functioning in 5 revenue districts covering 13 educational districts. The functional literacy programme in each centre was of a year duration conducted in two continuous phases of 6 months each.

The farmers education and functional literacy project centres were selected in consultation with the concerned Deputy Director of Agriculture, Panchayat Union Commissioners, and the Deputy Inspectors of Schools. The population of the village, the scope for conducting more than one course in the same area, availability of building, equipments and facilities such as electricity, space etc., were taken into account in selecting the centres.

Instructors for these programmes were all teachers of Primary Schools and care was taken to select only such of those teachers who evinced interest in this special type of work and who have an agricultural background and who were residents of that locality where the programme was implemented. Before actually starting the centres, the selected instructors were given an orientation training for seven days. Re-orientation course for five days were organized to the Instructors after about six months. The Instructors were paid an honororium of Rs. 40 per month.

The total estimated expenditure for a year for the 630 centres, now conducted in eight revenue districts covering 13 educational districts under this scheme was nearly Rs. 7 lakhs.

NON-FORMAL EDUCATION FOR THE DROP-OUT (6-14)

The basic objective of this scheme is to offer elementary education to children who cannot afford the formal schooling under existing circumstances.

Under this scheme 374 centres at the rate of one centre each in 374 Panchayat Unions of the State were opened during the year 1976-77. The scheme was extended in the year 1977-78 to 2 centres in each Panchayat Unions. The duration of the course is of ten months. The drop-outs enrolled were supplied with slates, note books and books, free of cost. The teachers handling the classes were selected from the existing primary school teachers. Before actually starting the centres the teachers are to be given a training for a period of 6 days. The teachers are to be paid an honorarium of Rs. 50 per month plus Rs. 10 for contingencies.

NON-FORMAL EDUCATION FOR THE DROP OUT YOUTHS (15-25)

One hundred centres were organised in Tiruchirapalli and Coimbatore districts for the drop-out youths in the first phase. This scheme was for 10 months. The second phase of the scheme was implemented in Tiruchirappalli, Salem, North Arcot and Dharmapuri with Central Government assistance and in Coimbatore, Tirunelveli and South Arcot, Ramanathapuram as a counter part scheme of the State Government.

It is a scheme that depends to a large extent on the co-ordination of a number of departments, particularly the rural development, local administration and agriculture. The duration of the scheme was for 8 months and 2 hours a day and 5 days a week. The centres in the above 8 districts were closed on 15-10-1978.

Government of India has revised the financial pattern of the scheme and introduced it in Coimbatore, Puddukottai, Dharmapuri and Ramanathapuram districts during the year 1979.

TAMIL NADU BOARD OF CONTINUING EDUCATION

Like many other voluntary organisations, the Tamil Nadu Board of Continuing Education [2] came into existence under the

inspiration of an ideal, one of service to the deprived. From the beginning the Board had for its goal the liberation of the minds and spirits of our people from the constrains imposed by poverty and ignorance, by exploitation and injustice, in the existing society. The task before the Board and its members was, and is, to bring this goal nearer to reality in the country and particularly in the state.

Hence the work has involved the designing of approaches to adult education which will become self-actualizing learning methods rather than any kind of teaching methods. It has also involved deliberate efforts to build up the local communities among whom the Board Works, and to make learning itself a learning for sharing, not a means of self aggrandisement. It has led to the attempt to promote the growth of other organisations committed to similar ideals, and to work closely with the government of the state and the country.

SPECIFIC TASKS UNDERTAKEN ON BEHALF OF THE GOVERNMENT

Even in 1974, as soon as the government had recognised the Board's existence, the Secretary for Education then in office requested the Board to conduct a survey of all adult education activities then being carried on in the State. After a year of intensive work, the sub-committee appointed under M. Adiseshaiah's chairmanship for this task, released its report entitled "Towards a Functional Learning Society : A Survey of and plan for Non-Formal Education in Tamil Nadu." This has been taken as a model for other states to imitate, in defining their present position and their future direction in non-formal education.

The State Resource Centre began its work in November, 1976 with a training course for teachers in Madras schools which were to take up the first project of the new Directorate of non-formal education. This was followed by a massive training programme for those who would be associated with the Directorate's scheme of non-formal education for children from six to fourteen years of age, from C. E. O. S. right down to the village teachers who would manage the classes in the evening, after the regular

school hours. Thus the Resource Centre, founded under the joint auspices of the Government and the Board, has rendered service most particularly to the State Government in the fields of training personal.

THE SANTHOME KOTTURPURAM PROJECT

The Santhome out-of-school education project is designed to educate young men from the slums of the city in a manner to fit them for urban life as it is, and is likely to develop in the foreseeable future.

The participants were drawn from about six slums of the Santhome area, and consequently the programme brought together youths of the fishing communities living in hutments or tenements on the beach, and those of heterogeneous origin and occupation living on the other side of Santhome High Road. Besides the original centre in Santhome there is now a branch unit at Kotturpuram, started on 27th June 1977, where again the origin and occupations of the people are very diverse and there is little or no cohesion in the community.

THE RESEARCH AND ACTION PROJECT

The second large project undertaken by the Board was directed towards the education of children. It is a Project of action research in the approaches and modalities of non-formal education for children in slums and villages. Under this project, after careful research, five slums and five villages were selected and the communities were contacted, brought together and motivated to welcome the idea of having the children educated after their day's work was done. In the villages all the centres are placed in the Harijan colonies, since the majority of the children in these colonies drop out of school very early, there were large number of children out of school. Similarly, the areas chosen in the city were the poorest slums and tenement areas within its reach, inhabited mainly by either fishermen or sweepers, and having a large number of children under fourteen out of school. Each of the ten centres has a minimum of 25 children.

The methodology, in brief, is to build up literacy through a study of the environment, and through games. Numeracy too, is approached in the same way, so that a general understanding, of elementary science, of the history of the community, and of the local social organisation, is acquired at the same time as the skills of expression

THE PROJECTS ADOPTED UNDER NAEP

The Board was connected with the Tirupporur Panchayat Union ever since they undertook a research project. After establishing contacts with Tirukkalukundram Panchayat Union the board applied for NAEP Projects in these two areas. Work in slums is much more difficult than in villages. Therefore it has been felt as an obligation to apply for a project in the city, because here too the Board has had long experience of the pitfalls and the stumbling blocks, and it decided through the NAEP to pioneer this work in a most difficult area.

THE REGIONAL COUNCIL FOR ADULT EDUCATION

The Regional Council is one of the oldest associations in Tamil Nadu and was the first to affiliate itself to the Board. It has collaborated with the Board in organising two of the four conferences held in the last three years, the council generally contributing the organisational know-how, and the Board the academic preparation. It is hoped that this partnership may continue for many years.

The council conducts its own programmes of adult education and community organisation in villages outside Madras to the North-West, and would conduct the NAEP in four Panchayat Unions in the northern part of Chingleput district. It has branches in Tiruchirappalli and Pudukottai district which are also planning to take up the work under NAEP.

THE GANDHIGRAM INSTITUTE OF RURAL HIGHER EDUCATION

This organisation has specialised in rural development and functional education for many years. It provides extension services and rural reconstruction services in rural parts of Madurai and Ramnad districts.

THE SRI AVINASHILINGAM HOME SCIENCE COLLEGE, COIMBATORE

The extension department, in collaboration with Sri Ramakrishna Mission Vidyalaya and other institutions of the same complex, has been conducting classes for women, especially in topics of child care and nutrition, in about sixty villages of Coimbatore district for several years. The Home Science College in collaboration with Literacy House, Lucknow, prepared a primer for women about ten years ago, and more recently assisted the integrated child development services in Dharmapuri district by conducting a workshop to prepare a primer for the women attending the *Anganwadis* of that scheme for this workshop, to which the Board deputed one of its staff also, and the primer prepared there has recently been published in the name of the collage.

THE P. S. G. INSTITUTIONS, COIMBATORE

Several of these institutions are members of the Board. Until recently, the main thrust of their educational service to the poor lay in vocational training, for which they set up a large institute some years ago. In more recent years work among illiterate villagers has been taken up by several of these institutions, and a separate institute, the Sarva Jana Institute of Continuing Education, has been formed.

THE COMMUNITY DEVELOPMENT ASSOCIATION, NUGUMBAL

This agency is worthy of special note because of its deep integration into the life of the area which it serves It contributes to adult education some valuable techniques, which can be used with profit to stimulate interest and to promote awareness, but more impressive is the manner in which the members share the lot of the poor among whom they work. Working among Harijans, landless labourers, by a kind of radiation process, in which each member of the team reaches five villages, identifies and trains suitable persons from each of these, who than radiate out to another five villages and help the people to establish also an organisation of their government agencies, and so can be of immense service to its members.

In 1972 the Y. M. C. A.[3] inaugurated its adult literacy classes with a group of its women workers. These women who previously used their thumb impressions on their pay receipts are now singing them instead. The success of this venture and the need for this kind of work prompted the Y. M. C. A. to set up more centres, and today there are altogether 20 adult literacy centres in Madras.

The class rooms are either a thatched hut among a row of others or a rented room in one of the tenement buildings. Most of the women are unemployed and come to class either from or on their way to work. The curriculam combines simple book learning with craft, child care, health, hygiene, family welfare and citizenship training.

At the commencement of the work in any place, the adult literacy worker is confronted with varying reactions. She may find co-operation at some place and blunt indifference in some other place. The question often asked at some of these places is what they wolud do with learning at their age.

The workers ingenuity lies in making the classes sufficiently appealing to the women. It has been found that the introduction of craft has always attracted the women to the classes, learning to read and write has given the women a new confidence, a new awareness of the world they are living in. Women who previously existed solely within the confines of their village or settlement have now acquired a basic awareness of current affairs, a little bit of geography and history and most important they have accepted the advantages of family welfare schemes and have realised the wisdom of saving.

The classes give them something constructive to do during the time they normally spend sleeping or talking. And also they now have the opportunity to earn a little extra money throngh the sale of their handiwork. This includes needle work, embrodiery, and sewing. All the materials are provided by the Y. M. C. A. and each centre is equiped with a sewing machine, which is at the disposal of the women at all times of the day.

Plastic shower caps, soft cloth shoe mittens and scrubbing brushes are some of the articles that are made and marketed on a small scale. Gift articles like handkerchiefs, flower dust, hand towels, towels and kitchen gloves are made for exhibitions and fairs. A slow but gradual change is visible in the women, attending the adult literacy classes, which gives them a new dignity and confidence.

In addition to their regular classes the students of different centres are taken on picnics and are encouraged to participate in cultural programmes organised for them. These women are so touchingly enthusiastic about everything and have such a wonderful spirit of co-operation that there is tremendous scope for advancement in this field. For instance, the group who attended the classes at Jayalakshmipuram in 1974 are no longer functionally illiterate but follow-up work is needed to maintain their interest like provision of reading material and other crafts.

THE WOMEN'S VOLUNTARY SERVICE OF TAMIL NADU

Women's Voluntary Service (W. V. S.) of Tamil Nadu is doing yeoman's service to the cause of adult literacy. It has undertaken to launch an adult programme which will help the women to develop knowledge and efficient approach to their different roles in the family, community and country at large. Education has to be functional and practical. It is slogan of W. V. S. in carrying out adult literacy programme for adult women.

W. V. S. is an all India organisation which was started by Mrs. Indira Gandhi in 1965. The main objective of this organisation is to promote welfare activities for poor women. Various committees devoted to hospital welfare, scholarship, ambulance, food and agriculture, career institute, study circle, and adult literacy are under the aegis of this organisation.

Twenty eight Functional Literacy Centres are functioning under the adult literacy committee in and around the city of Madras, mostly in slums and sub-urban areas. The centres

selected are in areas like labour colonies, fishermen's colonies, new tenements, etc. These centres are spread out in differrnt parts of Madras to enable the adult illiterate women even at remote places of the city to get the benefit out of this scheme. These centres are aided by the Ministry of Education and Social Welfare, Government of India and the Central Social Welfare Board. This scheme is also being executed at the district level.

The programmes seeks to inculcate an awareness among the illiterate and make them better citizens both economically and socially. Hence the syllabus is prepared in such a way that they are given training in both vocational and literacy aspects. Tailoring, cutting, basket making, doll making are taught under vocational training which would help them in self-employment. They are also taught to read, write and do arithmetic. It does not stop with these but goes a step further by arranging special lectures. Under this programme specialists are requested to give lectures on subjects like health, family planning, maternity and child welfare, nutrition, marriage and family and political education. For example, under political education students are taught the benefits of democracy, the pros and cons of adult franchise and the mechanics of voting in the election. Such education proves helpful particularly among women. This, in turn, makes democracy, based on adult franchise, more effective and progressive. All the subjects taught are helpful for them in their daily activities.

The adult educators were given an orientation training at Balar Kalvi Nilayam for a month in February 1976. These trainees learnt the importance of functional literacy for women in current developing programmes of the country and also to motivate the women for the literacy classes. The course consisted of lectures, discussions, practical work, film shows, demonstrations and field trips. After completion of the course, these trainees were awarded certificates Thus the centres are not merely centres but functional too, imparting instructions in a non-formal way. The scheme has relevance to their day to day life and carries the message and methodology for a successful practical living.

Here we are reminded of the statement of the late Gandhiji that if we are educating a man, only he is educated, whereas in the case of a women, the whole family gets educated. They in turn will educate their children. It has been universally recognised that education is not confined to chilhood only, but it is a continuous and life long process. Age should not be an obstacle for learning. This is the ideal that inspires the women's voluntary services of Tamil Nadu to higher goals.

NEHRU YUVA KENDRA

480 Adult Education Centres are run by NYK. Responsibility of organising, supervising and monitoring those centres are taken up by the respective NYK. Each Kendra has a co-ordinator, a male and female volunteers. Each of these volunteer is incharge of two blocks and organise 20 centres in each block.

Each centre is provided with required teaching and learning materials and a local person is appointed as instructor and he is incharge of the centre. A five day training is given to these instructors. The problems of the instructors are discussed and their experiences are shared once in a month when they come to the NYK to collect their honoraria.

Women centres are provided with some handicraft skills. Some of the activities like games, cultural activities, discussions, film shows are organised for learners.

Voluntary Agencies in their enthusiasm had straightaway opened centres immediately after applying to the government for grant, hoping that sooner or later financial support would come to them from the government.

There are about 22 approved agencies and about 1,153 centres are sanctioned. The total allocation of money is Rs. 23,33,472. Out of these 22 agencies, 11 have given training to their animateurs and supervisors either by themselves or with the help of State Resource Centre.

NATIONAL ADULT EDUCATION PROGRAMME

The National Adult Education Programme was solemnly launched in Tamil Nadu State on 2nd October 1978. Madras Doordharshan Kendra started telecasting [4] its programmes series on NAEP named *Vazhkkai kalvi* (education for life) in collaboration with Department of Adult and Continuing Education, University of Madras on that very day (See appendix IV).

THE STATE ADULT EDUCATION PLAN, 1978-83

There are about 65 Lakhs of illiterates in the State in the age group 15-35 years. The State Adult Education Plan emphasised that Universities will take a target population of 5 lakhs, with a coverage of one lakh every year, voluntary agencies would cover 15 lakhs ; NYK one lakh and the government will take the remaining population of 44 lakhs.

UNIVERSITIES PARTICIPATION IN NAEP

Of the six universities in Tamil Nadu, Madras University has done a thorough job of preparing its colleges, staff and students for NAEP[5]. Madras University conducted a seminar on Madras University Plan for participation in the NAEP a workshop on adult education for Principals / Heads, and Training of Trainer of Trainers for NSS, Project Officers and CSS co-ordinators. After the training of Trainer of Trainers was over, each participant arranged similar programmes in their respective areas of jurisdiction. Once this was over, every college started arranging for orientation, seminars and workshops according to their interest and the availability of funds.

The Tamil Nadu Agricultural University has sent a proposal to the UGC for sanction of a scheme on adult education which is likely to be sanctioned shortly. Annamalai University started to work on a short term project titled "Functional Literacy with reference to Agriculture in Tamil Nadu" which focused on the use of language, technical terminologies used in books and other publication in the field of adult education.

A one day orientation seminar on NAEP was conducted by Madurai Kamaraj University and some colleges also organised orientation courses for their staff and students. Gandhigram Rural Institute organised its own training programme for its animateurs, supervisors and project officers.

The Department of Adult and Continuing Education of University of Madras has contributed its share in implementing NAEP. It runs centres by the students of Adult Education in villages like Alapakkam, Nerkundram, Porur, Ramapuram (See appendix V). A. T. V. programme is telecast twice a week in colloboration with the local Doordharshan Kendra.

This only means that the need for adult education to-day is more than the demonstration of a pilot-project. Time for the pilot projects has gone, and it should start on a massive scale. NAEP of the Union Government has made a beginning of this difficult task, which may be adopted by all developing nations. What is needed now is to put necessary resources for this massive adult education programmes.

References and Notes

1. Oral report from the Directorate of Non-formal and Adult Education, Madras, Tamil Nadu.

2. *Triannual Report of Tamil Nadu Board of Continuing Education*, Madras, 1975 to 1978.

3. *Annual Reports, Y. W. C. A.*, Womens Voluntary Service, Tamil Nadu, 1978.

4. Nagarajan, V., "From Literacy to University Education," Report published by the Department of Adult and Continuing Education, University of Madras, 1980, pp. 40-50.

5. "Though the adult literacy project was started only in 1978, definitely it had made a beginning for the cause of education. According to the annual report of the University Grants Commission for the year 1977-78, there are 115 Universities in India including 10 deemed Universities with 4,610 Colleges affiliated to them. Even with a modest beginning of 10 centres per college per year, which makes the Colleges eligible for financial consideration for NAEP under UGC, there would be a minimum of 46,100 adult education centres in the country. If the minimum requirement of 30 illiterates per centre in the age group of 15-35 years is fulfilled, the colleges and Universities in the country would contribute to the eradication of illiteracy among 13,83,000 adults every year involving 1,84,400 students. While doing so, they would be in a position to impart functional, need based, life long education. Thus the role of the Colleges and institutions of higher education in the NAEP is significant, qualitatively and quantitatively", Rajammal Devadoss, Paper presented at the Annual Conference of the Tamil Nadu Board of Continuing Education, Madras, October 1980.

5

ROLE OF VOLUNTARY ORGANIZATIONS

In a welfare state like ours, it is the duty of the government to make provision for universal primary education and adult education as a constitutional mandate. Unfortunately we do not have the resources to educate nearly 100 million illiterates.

The obvious alternative is to use the resources and facilities available with the voluntary organizations, who have been playing a significant role in the development of education in general and adult education in particular, in our country.

Now, let us try to understand the meaning of voluntary organizations, their aims and structure before we could discuss their future role in meeting the needs of learners in adult education.

An organization which lends its services but does not get 'paid' was supposed to be a voluntary organization. Many voluntary organizations are staffed by well paid professional workers. They are governed by its own members without external control whether its workers are paid, or unpaid.

We can further define voluntary organization from the point of view of initiation and execution of programmes. They are listed below :

1. Programmes are initiated by the voluntary organization but finance mainly comes from the government.

2. On the other hand there are programmes initiated by the government and entrusted to voluntary agencies such as

the functional literacy programmes executed by Seva Mandir, Udaipur and Andhra Mahila Sabha, Hyderabad.

3. Again there is another type of organization, which can be termed as quasi government, in which student and youth are enrolled as in NSS projects and NYK programmes in large numbers. Here the initiative again rests with the government.

No satisfactor statistics are available about the existing number and nature of the voluntary organizations and their activities, so as to enable us to formulate and recommend a plan of action for the future role of voluntary organizations.

A publication brought out by the directorate of adult education, Government of India, lists 89 voluntary organizations (for both men and women) in the field of adult education, of this 47 were at the district level, 27 at the State level, and 15 at the national level, but the prefatory remarks in the publication indicate the listing is by no means a complete one.

Government should formulate broad guide lines for the functioning of voluntary literacy organizations and the suggested areas of operation of these agencies taking into consideration the aspirations and needs of rural and urban learners and also the specialisation available within a particular organization.

Finance should mainly come from government since the government departments and directorates should increasinly rely on the voluntary agencies specialising in their respective fields for the planning and execution of an expanded programmes of non-formal education,

Amount provided in the fifth five year plan for education is Rs. 1,726 Crores; and for the adult education it is Rs. 50 Crores. This amount is inadequate and shows the failure of the planners to comprehend the magnitude and urgency of the problem and also their approach to the finance of the adult education programmes.

People are not aware of many welfare programmes of government. They are not even aware of the need of adult education. Government can effectively use the voluntary organizations to motivate adults to take advantage of adult education programmes and also to make them to identify themselves with these programmes through participation. Government can entrust gathering of feed-back informations on the impact of government's various literacy programmes on the masses so as to enable the government to modify or alter the programmes in future.

PRODUCTION OF LITERATURE FOR NEO-LITERATES

The literature for neo-literates should have attractive get up. It should be in bold letters with good amount of illustrations to supplement the texts and also to invite the attention of the neo-literates to read the passage under them. Government agencies with their heavy overhead charges will find the production of literature very costly whereas the voluntary organizations with their method of working will be able to produce them at a much cheaper rate. So also the distribution cost of the literature will be considerably less for these organizations.

MATERIALS SECTION

Instructional materials required by the educands are to be provided by government. Effective supervision, and guidance are to be exercised by government. Supervision is to be effected in such a way that the organizer's inner fire is not dampened or extinguished. Government's approach to voluntary organizations should be flexible and the dreaded bureaucratic approach is to be avoided. Educationalists and public men should be preferred to direct and monitor the activities of these voluntary organizations. All voluntary organizations should be affiliated to the Board of continuing education of their respective states. Testing methods and standards are to be evolved for controlling the quality of instructional materials. Suitable machinery is to be created to check the standard of products already in use and the new products are to be introduced in the field of adult education.

PREPARATION OF PRIMERS

Preparation of primers is perhaps the most important and presently utterly the neglected field of adult literacy programmes. These are to be prepared carefully taking into account the needs and aspirations and also the level of comprehension of the clients, using their own limited vocabulary, texts can be prepared depicting the present style of life as a starting point, and then show what improvements can be introduced into familiar situations through knowledge of nutrition, child care, family planning etc, if it is programmed for women's literacy.

DEVELOPMENT OF CURRICULUM

Development of proper curriculum is very essential for the success of any adult literacy programme. Curriculum should have inbuilt motivation and also it should sustain the interest of educands ; It should contain aspects to fulfill the socio-economic needs of the adults. It should be prepared after thorough discussion with the group to be educated, so that the adults have the feeling of getting whatever they wanted and not something thrust on them by the outside society.

For all educational purposes the adult is being treated at the age of the child, but in reality he is a responsible member of the society and his own family. The adult-learner is expected to participate in several democratic and development processes of the community and is very often called upon to take decision and solve problems. Hence the need to develop the curriculum for adult learners should basically depend on their daily activities like health, civics, skill development etc.

MOBILE LIBRARY FOR NEO-LITERATES

Follow-up action programme is another crucial aspect of adult literacy programmes. The very purpose of literacy compaign, as the Education Commission report indicates, will be defeated if it did not continue in some form to keep the process of learning alive. Extention of literacy acquired depends upon continued use of it for achieving some life purpose. The essential elements of the follow-up work should be in - built in the literacy programme itself.

Literacy for neo-literates can very well be stocked by voluntary organizations to form a library service. The operation of these libraries cannot be done in the same way as we operate the libraries. In this case the Library should go in search of neo-literates. The timings should suit the clients and not those who organize and operate the same. All these are not possible if the mobile library for neo-literates is to be manned by government employees with the rigid rules and regulations. Similarly the voluntary organizations can establish reading rooms and information centres, specifically for the neo-literates.

TRAINING OF DIFFERENT FUNCTIONARIES

Training of personnel is of great importance for any programme to be successful and adult education programmes are no exception to this rule. The present method of teaching adults is more or less on the pattern of teaching school children. In some cases teachers of adult literacy centres are not even trained in the art of teaching let alone in adult education work. The teachers of adult literacy centres should be given insight into adult psychology and training in methods of teaching adults. Some of the voluntary organizations are running training colleges and such other institutes and thus they have the necessary infrastructure for undertaking training programmes in adult education.

The government should impart training to personnel of voluntary agencies Organizers are to be trained so as to enable them to utilize their zeal and energy as effective agents in implementing literacy programmes. The educators employed at the literacy centres should also be trained in handling the instructional techniques and materials.

A NOTE OF DRAWBACKS OF VOLUNTARY ORGANIZATIONS

Voluntary organizations have grown in a haphazard manner, without any concerted guidance, supervision and control. Inspite of enthusiasm and dynamism on the part of the voluntary organizations finance seems to be the main handicap for these organizations in expanding their activities.

Concern for their fellow humans have brought many individuals together to form voluntary organizations but most of them lack the expertise required for this task. But guidance and direction from specialised bodies like Universities are not available. Absence of scientific approach and methodology is made-up only by the dedication on the part of organizers.

Voluntary organisations can try and modify the new techniques evolved at Universities so that the same can be passed on to other voluntary agencies for adoption in their respective literacy centres.

The present day academician normally lacks in in-field training. The theory evolved by him with his outstanding scholarly brilliance is usually found to be without the required amount of practical touch Hence the methodology and other in-put aids from Universities and such other higher seats of learning is to be tested before they could be really adopted by various adult literacy centres. The adult literacy centres run by well established voluntary organizations could easily be utilised as Testing Laboratories of Universities.

Few of the voluntary organizations with capabilities can initiate and/or carry out research. Problems for research suggested by the seminar on Research and Publication organised by the National Fundamental Education Centre in 1963, are listed below :-

1. Study of the sources of information other than printed word for illiterate adults in the rural areas
2. Study of factors which contribute to the success of adult literacy in rural and urban areas.
3. Evaluation of primers and methods of literacy teaching.
4. Reading habits and interests of new reading public.
5. Preparation of basic and graded vocabulary lists for different occupational groups.
6. Incidence of relapse into illiteracy, extent and causes.

7. Co-relation between literacy level and economic development.

8. Research on the use of different media of communication for adult education.

9. Research on training methods and materials.

Voluntary agencies which have the capacity to undertake such projects can give their findings to all those who are connected with the field of adult education.

Will is considered to be the driving force behind all creations. Motivating force behind the formation and working of voluntary organizations is the will of the people. Hence if we are to properly organize the voluntary agencies and channelize their will in the desired developmental direction, then the mankind can reap a very rich dividend. Hence all voluntary organizations should form among themselves an association to exchange their experiences and to advice the government in planning and formulating schemes for programming adult literacy projects.

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6

THE ROLE OF THE UNIVERSITIES

Of late there is a debate over, whether adult education can be admitted into the sanctum sanctorum of the University as a discipline. This is similar to a debate which went on for 400 years back about medical science. Now medical science is an acceptable field of study and has been admitted as an applied discipline to the University after fierce argument. In recent years many Universities all-over the world have established the department of adult and continuing education and there is growing consensus that the Universities must identify itself with the needs of the community. J. R. Kidd said that adult education is a rich and expanding field which has much to offer towards understanding the solutions of contemporary social and economic problems. According to this, the prime responsibility of the University is to organize itself to the needs of the 'adult learner' in society. [1]

This is not to undermine the theoretical basis for any educational programme in a community. It is only to highlight the changing role of the University regarding adult education. In the process of educating adults in any society, University should play a crucial role not only by way of conducting research and training but also by carrying out extension services. Thus the objectives of the University in general and within the department of adult and continuing education in particular, should include varied aspects relating to adult and continuing education especially teaching, training research and extension.

OBJECTIVES OF ADULTS EDUCATION DEPARTMENT

The University Department of Adult and Continuing Education should be committed to the following ideals :

1. Teaching and preparation of professional adult educators.
2. Research in the field of adult education.
3. Continuing education programme.
4. Community extension service.

TEACHING PROGRAMME

The teaching programme at the University level in the department of adult and continuing education may constitute courses for the preparation of adult educators, who would be both the theorist as well as practitioner. They would also be prepared to undertake research not only in the laboratory but also in the field.

They should be capable of weaving harmoniously the theory and practice and thus contribute to the growth of the theory. They would also act as resource persons to other practitioners who may not be so well versed in theory. Such programmes in the University departments can be in the form of Master's course in Andragogy (adult education), and also short term training programmes for adult educators. Master's Degree courses in adult education (Andragogy) should stress the applied nature of knowledge as related to adult education practice and help the students, make the transfer of technology concepts and methods to adult education programmes.

M. A. DEGREE IN ANDRAGOGY — A CASE STUDY [2]

The Department of Adult and Continuing Education of Madras University with the University Grants Commission sponsorship, organized the post-graduate course in Adult Education in July, 1977.

The course provides an opportunity for students to understand the adult-education activities, based on the concepts and methods of social sciences and to gain a knowledge of practical strategies and skills which are essential for adult education programmes.

The major feature of the post-graduate course is its inter-disciplinery nature. The students will acquire competence in those subject areas considered central to adult education such as Psychology, Sociology, Anthropology, Philosophy, Research Methodology, Mathematics etc. Along with these, students are offered optional courses, like instructional product development, which in general deals with curriculum for adult education programmes and the instructional technology and the learner aids for adult literacy projects. Candidates for admission to post-graduate course in adult education (Andragogy), shall be required to possess a Bachelor's Degree of Madras University or a qualification of any other University accepted by the syndicate as equivalent there to. Aptitude and motivation for adult education work has been prescribed as pre-requisite for admission.

The course of study for the Degree of Master of Arts in Andragogy shall consist of four semesters, two in the first year and two in the second year.

Field work forms part of the course and students are expected to submit a thesis on a selective problem. They should start at the end of the second semester and submit the thesis to the University not later than first April of the fourth semester. The thesis will be evaluated by two examiners nominated by the University, one of them will be the superviser. An individual assignment, may also be given to each student as segment of the field-work to make an assessment of the local people to which they have been exposed. A course of 10 to 15 special lectures will be delivered by specialists.

Apart from this, short-term programmes could be organized for the existing adult educators to orient them to theoretical developments in the field. Training of personnel is of great importance for any programme to be successful and adult education programmes are no exception to this rule. Teachers of adult education centres who are not well-trained in the art of teaching should be given an orientation in the elements of adult psychology and methodology of teaching adults. Training helps the

participants to organize adult education centres and it also helps us to find out the skills, abilities and knowledge of the participants.

Such training programmes when executed effectively with certain techniques and methodologies are bound to be successful.

RESEARCH PROGRAMMES

The true study of adult education does not confine to one subject but has an inter-disciplinary approach which has practical learning and utility to human beings. Therefore a systematic knowledge in adult education must be assembled through developing a programme research in the education of adults by including the information in other related fields such as psychology, sociology, anthropology, education etc. Research problems in adult education is such that all research problems cannot be undertaken immediately with the same intensity for various reasons. Perhaps inadequacy of funds for action-research in adult education, may be one of the reasons for not taking up research problem in adult education. This seems to be a problem not only in developing and under-developed countries, but also in developed countries like U. K. As stated by Lowe, the national government and local authorities still treat adult education as a marginal responsibility. Their attitude can be seen from the small amount of money they allocate to adult educatiion. [3] It is also felt that research in adult education is negligible due to the fact that even Psychologists who are concerned with human learning have not paid significant attention to adult learning. Research in certain areas like development of curriculum, development of instructional strategies both for the teacher and the learner, development of evalution techniques in non-formal educational programmes, may be undertaken by University departments which may be helpful for planning and programming in adult aducation.

CONTINUING EDUCATION PROGRAMMES

Under the philosophy of continuing education, the need for learning as a life-long process can be emphasized, and the knowledge gap between theory and practice could be minimised.

Programmes should be organized and implemented on different subjects of contemporary interest to the adult learners in society. Such programmes may expose them to the development in their own field as well as in other disciplines in relation to their own so as to make them more productive in their field.

The knowledge explosion in various disciplines is very acute and fast. Many a programmes could be re-organized so that existing systems of education can keep pace with the knowledge explosion which would justify the rational of continuing education. [4] The Department of adult and continuing education is conducting a number of professional courses like Tourism, Material Management and Financial Management which are of immediate interest to adult learners outside the University structure.

EXTENSION OP PROGRAMMES IN ADULT EDUCATION

The time has come for Universities to realize that they have to function in the society and for the society. Universities are the creation of society and they draw their sustenance from society. Hence extension should reach out to a larger section of adults through educational programmes especially to the deprived groups of the population. Expertise of the University departments must be opened for the development of integrated rural development, elimination of illiteracy and poverty, increase in production of food, extension of social justice and also to the elevation of individuals for collective development. Universities are beginning to realize that besides teaching and research they also have to play a role in service to the nations.

The impact of extension activities are quite sporadic and they are never as strong as that of teaching and research. The function of extension is the weakest one in our University departments. [5] Besides directly engaging in extension activities, these departments can train a stream of their students for permanent carriers in extension work Extension work is not an additional programme of University, but it is simply another dimension to the mission of the University. No university today

can justify its existence to the society unless in addition to discovering knowledge and imparting it to those who seek it formally, must also extend its services to community.

The first two functions have been traditionally regarded as the functions of the University. In addition to discovering knowledge and sharing it with the students who enroll themselves, it is vitally important to make a new beginning. Our Universities must learn to accept their social obligations. Adoption of extension programmes is not only a way of doing so, but it is perhaps most obvious and most urgent. It is not only to teach and advance the frontiers of knowledge but also be of service to the community. University authorities should recognize that in today's context, service to the community is just an integral part to the concept of University as service to disciplines.

Adult education has a positive contribution to make the economic growth and social development. As far as the scope of adult education is concerned, the Education Commission (1964-66) considered the entire gamut of adult education and made the following observation. "Education does not end with schooling but it is a life long process. The adult today has need of an understanding of the rapidly changing world and the growing complexities of societies. Even those who have the most sophisticated education must continue to learn — the alternative is obsolescene".[6]

In this connection, the role of universities in adult education is very significant one. Responsibility for adult education is now no longer regarded as a task which the Universities either cannot or should not handle. Adult education is vital to democracy and development. In the present period of rapid change it is essential for survial. It needs mobilization of all possible public and private resources. Commitment to adult education has to be looked upon not as something peripheral but as central to the mission of Indian Universities. The whole philosophy of adult education rests upon the belief that change in knowledge, skills and attitudes are crucial to the process of development and in this task universities have an unparalleled role toplay.

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7

THE ROLE OF THE COLLEGES

In view of the policy decisions made by the government of India towards adult education programmes the principle of human resource development must be in full operation. It is a fact that the government alone cannot do any social development, including adult aducation programmes. In this context, an operational plan for the involvement of college students and teachers in these programmes should be evolved.

THE ROLE OF PRINCIPALS IN ADULT EDUCATION

The principal of the colleges should analyse the possibilities of organizing these programmes in as many areas as possible in consultation with the students and parents.

The Principal Should

1. Mobilize maximum number of staff and students with a voluntary will for adult literacy projects.
2. Motivate them to work with people.
3. Encourage them with proper incentives for adult literacy projects.
4. Pool all the physical and non-physical resources.
5. Develop the skill required for implementing, co-ordinating and critically evaluating their plans.
6. Evaluate the programmes.
7. Co-ordinate and collaborate with other agencies.
8. Should sustain interest of the students, staff, parents and public towards adult education programmes.

TRAINING COMPONENT

In any college, the programme officer should first identify the area where the college is going to organize the adult education centre. After identification of the area and the target group, it is necessary to know the learners from their socio-economic point of view. It is advisable for the colleges to conduct survey in the selected community. Emphasis should be on the physical facilities according to the convenience of the learner, based on the U. G. C. guidelines.

The area should be identified under the following guidelines :

1. Selection of the village/slum should depend on the location of the college.
2. Village/slum should be easily accessible to the college members.
3. There must be co-operation of the community and rapport must be created by the college with the learners.
4. The officials and non-officials in the selected areas should understand adult education programmes and collaborate with the college.
5. The village/slum must have local resources and priorities.
6. The size of the village/slum should be appropriate which can be covered by the allotted group of students.

TRAINING COMPONENT

Training is necessary for the staff and students to embark upon the national task of adult education programme. Training, planning, decision making, management and such other activities are useful in the implementation of adult education programme. If training is streamlined and effective, the process of adult education will be facilitated fruitfully. Training in adult education at the college level should be for the teachers and the students.

The training must help the participants to identify and specify programme goals, determine the kind and size of groups, create a learning environment, choose appropriate techniques, mobilize resources for programme implementation, train students in literacy skills, co-ordinate student placement, arrange for guided supervision and continuous feed back, arrange for documentation and review the programme, evaluate the achievement for better appraisal and performance.

TRAINING FOR THE STUDENTS

The training for the students should comprise the following :

1. How to identify the village/slum.
2. How to establish rapport with the learners and the village/slum community.
3. Enumeration of the illiterates in the age ranging 14-35 years and others.
4. Decision on the programmes to be carried out.
5. How to motivate the adult learners through suitable approches.
6. How to teach literacy ?
7. How to conduct and evaluate adult education through appropriate strategies.
8. Preparation of teaching/learning materials.

Thus an over all extension plan of the adult education should comprise the following :-

1. Identification of the target group : The programme should be offered to those individuals or groups who are in need of it. Identification of target group can be done with the help of several techniques like survey, informal discussion etc.
2. Selecting objectives : The objectives should be laid down based on the problems of the beneficiaries, the individual or the group and should be represented at all the stages of planning and implementation.

3. Deciding content : Once the objectives have been laid and the target group had been selected, the programmers along with the beneficiaries should decide over the content of the programme. This is shaped by the problems and needs of the beneficiaries.

4. Planning programme communication : When the target group and the content have been decided upon the next stage would be to select the appropriate media to convey the message effectively to the beneficiaries.

5. Planning the programme resources : A detailed study of available resource material, financial and human should be done and used effectively according to the nature of the programme. A through and realistic approach is needed.

6. Programme evaluation : Any programme or activity should be an on-going process. Evaluation should involve active involvement of the beneficiaries who can judge the success of the programme better on the basis of the benefits they have received through the programme. In short the training programme for the staff and students involved in adult education programmes should cater to the fulfillment of the above mentioned components in a training programme.

FINANCING THE PROJECT

The resources of finance can be any one of the organizations say, the government, college or the community. While the first two would be the easiest, the last would be most fruitful and relevant because, it would involve the community. An ideal situation, would be to make an united effort by the learners, teachers and the village leaders to identify financial needs, locate the sources and maintain the records. However the U. G C. itself has indicated that it is possible for the colleges to get financial assistance by the U. G. C. on 100% basis for the entire period of the project, not exceeding five years. It is important that adult education programmes undertaken by the colleges should not be more expensive than the programmes undertaken by other agencies. For this reason it is essential to observe certain norms

and also to be consistent with efficiency of the programmes. A module for the financial pattern of a project with 10 adult education centres is detailed below :

1. Part-time supervisor : Rs. 150 per month for 10 months. = Rs. 1,500

2. Out-of-pocket allowance to instructors at Rs. 50 per student if on single handed basis

   or

   Rs. 30 out-of-pocket allowance contribution of Rs. 20 to students aid fund per centre organized. Rs. 50x10 for 8 months. = Rs. 4,000

3. Basic learning materials to be supplied to each learner :

i)	Primer	1	Rs. 2.00
ii)	Work book	1	Rs. 1.00
iii)	Slate	1	Rs. 1.00
iv)	Exercise books	2	Rs. 2.00
v)	Slate pencils, lead pensils		Rs. 0.50
vi)	Supplementary materials (2 books)		Rs. 2.00
	Total		Rs. 7.50

   Cost of learning materials for 30 learners (Rs. 7.50 x 30) ... Rs. 225.00 x 10 = Rs. 2,2250

4. Instructional material (Per centre)

i)	Teacher's guide	Rs. 1.00
ii)	Teaching charts for primer (1 set)	Rs. 4.00
iii)	Supplementary learning Charts (15)	Rs. 15.00
iv)	Other teaching aids	Rs. 20.00
v)	Teaching materials to be prepared/ improved by the teachers and learners	Rs. 20.00
	Total	Rs. 60.00x10 = Rs. 600

5.	Equipment	
	i) Roll up boards (4)	Rs. 25.00
	ii) Lighting equipment	Rs. 60.00
	Total	Rs. 85.00x10 = Rs. 850
6.	Kerosene oil/ electricity	Rs. 200.00x10 = Rs. 2,000
7.	Contingent expenditure at the centres	Rs. 50.00 x 10 = Rs. 500
8.	Training expenditure	Rs. 300
9.	Contingencies to be provided to the college	Rs. 2,000
	Total	Rs. 14,000

THE ROLE OF N. S. S. AND C. S. S.

The N. S. S. / C. S. S. personnel have a great role in co-ordinating the activities of all the physical arrangements of adult education centres, the transport facilities for the students to reach the centres etc. They can also go into the maintenance of records and registers, bring to light the constraints and impediments to the adult education programmes. As the students are real grass-root workers, they must be exposed to realities of life and must be helped to identify the real needs of the learners in organizing adult education programmes.

N S S. and C S S. are two programmes at the college level for the improvement of youth in community service. N S S. aims at mobilizing youth power at the grass-root level for the general welfare and betterment of village or a slum community. Participation of agricultural college in C S S. activities would enable the community to understand the intricacies of increasing the agricultural productivity through the use of hybrid seeds, chemical fertilizers etc. These projects, including adult education should have twin objective, namely to inculcate a sence of diginity of labour among youth, and also to raise the status of the under-privileged sections of society, by an active involvement of youth talent. An active involvement of all educational organizations particularly colleges are helpful, and it is the only and best way to tap academic resources for the betterment of the community and country at large.

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8

THE ROLE OF THE STUDENTS

Though the government, non-government and various other agencies are involed in adult education programme, Madras University with a net work of its affiliated colleges, has already made a head-way for the involvement of students in this programme. Towards this direction. the role of students in adult education, [1] has two dimensional approach namely (1) motivational aspects (2) functional aspects.

MOTIVATIONAL ASPECTS

The students should come with high motivation to do this job though they have no moral obligation to serve the weaker sections of the society. The implication of the statement is that the government will give the minimum requirements to them to run the adult education centres, and they should come forward to run the centre with the available materials. It will give benefit of deriving certain experiences in running an educational programme with minimum available resource. Students who take part in this scheme come into contact with our ancient history in the form of temples, rock cuttings etc. They come to know of various sociological systems with their good and weak points and also the cultural life of people. They are exposed to their own Geography and Geology, mineral and forest wealth. Further, they understand the living conditions of people and help them to build certain skills when they move with them. In this way, the students are thrown into actual life situation and it helps them to grow as better citizens.

Every citizen should understand that the underfed, unclothed, unsheltered human beings living in remote villages also pays for education indirectly when he buys some commodity which is taxed by the government. It is estimated that about a lakh of

Rupees is spent by the government on each medical college student to make him a doctor. Similarly, the government spends about Rs. 70,000 to Rs. 80,000 to bring out an engineer. So it is their moral responsibility to see that his unfortunate fellow countrymen get the benefits of adult education programmes.

INTRODUCING THE ANIMATEUR

Students in the institutions of higher education may provide a valuable help for organizing adult education centres. [2] As far as possible the student animateur should be from the same background as the majority of the learners and be a resident of that locality. It is preferable that he has actually done some community work and is progressive in his view. He should be free from prejudices of caste and community and has some concern for the fellow-beings. The student animateur is the most vital link in the whole of adult education programmes. His goal is to make the learner literate, initiate a process of awareness among the learners, induce a process of development in the community, and help the learners to acquire certain functional and organizational skills so that they may improve their economic and social conditions.

THE LEARNING SITUATION

The ideal learning situation in adult education programmes is visualised as an organized group of adults who gather regularly at a place and with the help to undertake mutually supportive learning activities. This learning activity has to extend naturally beyond the meeting place or the learning centre to their place of work which draws upon all available resources in the neighbourhood and community. An adult education centre may be situated either in a village or in a city. The learners may be of the same age or even little older than the student animateur. Some of them may be cleverer, wiser, more intelligent than the animateur and may have learnt more from experiences in their life. Some of them may be real experts in their occupations and jobs they are engaged in. The other important factors in the learning situation are the teaching/learning materials, the location of the centre and other physical facilities.

THE ROLE OF THE STUDENT ANIMATEURS

1. To organize the centre. He has to involve the potential learner and the community in a interrelated way.

2. To act as a mobilizer of resources.

3. To act as a recorder of the process of change and learning.

4. To act as the manager of the centre. The student animateur is to give information which is relevant to the learners and act as a disseminator of functional information.

4.1. Maintenance of progress record of the learners.

4.2. Contacting the drop-outs and finding out the reasons which led them to discontinue and making an attempt to bring them back.

5. To act as leader-organizer of cultural and recreational programmes.

6. As a teacher of literacy, the student animateur is expected to provide the basic stimulus through a dialogue with the learners.

7. He has to function as an initiator of discussion for generating awareness. The student animateur should have a degree of awareness himself. He has to understand what awareness means in the context of the programme.

7.1. Utilize different forms of group-interaction like discussion, dialogue, role playing, simulation, games etc. for awareness and learning motivation ;

7.2. Elicit the participation of the learners and the community for different activities ;

7.3. Impart literacy skills related to the level of learners.

7.4. Develop among the learners a rational and critical outlook and make learning a vital, meaningful and attractive experience ;

7.5. Help the supervisor to mobilize the community as well as the developmental resources available in that area to improve the socio-economic conditions of the community ;

7.6. Effectively evaluate the progress of individual learner as well as of the group and the content of community involvement in the process. [3]

In adult education programmes the front time worker is the student animateur, and instructions are summarized as follows :

1. Generating awareness in the learners and in the community regarding their situation, their rights, their problems and their possibilities.

2. Disseminating the functional information which would help the learners to acquire practical skills in their occupations and skills of management to their own advantage as a group.

3. Imparting literacy skills which would help the learner to fully master reading, writing and numeracy in a fixed period of time. The literacy skills should be related to the lives and needs of the learners.

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9

PROGRAMMES FOR RURAL WOMEN A METHODOLOGY

Perhaps Pandit Jawaharlal Nehru was right in believing that to awaken a nation, we must awaken its women, for it is an universal belief, that it is the status and position of women in society which is a real barometer of its progress.

Although exceptionally gifted women in India have made individual contribution to education and society, the vast majority of women have been deprived the opportunity to develop their potential to their full capacity [1]

Women's literacy should be of paramount importance and we should focus our attention on women's literacy and design the adult literacy programmes for women, preferably for rural women. [2] The census data of 1971 indicates, literacy among rural women was only 13% in comparison to 41% of urban woman in India. Hence the need to develop and plan the adult education programmes to suit the needs of illiterate adult-women in rural-India. In otherwards, it should focus on the need for developing a sound vocational guidance leading to different employments.

GLOBAL VIEW OF FEMALE LITERACY

As estimated by United Nations Surveys there are some 800 million illiterates all over the world out of whom 500 million are women. India has the largest percentage of illiteracy among women. Out of every 100 women, approximately 80 women are illiterates. Out of 28 General Assemblies of the United Nations, [3] only two have been, so far, occupied by women. Even in May 1977, there were only 180 women as against 2369 men

delegates in the U. N. General Assembly. There are still a number of countries where women do not have even the right to vote. It is an obstruction to the full development of the potentialities of women. Achievements of women should be focussed not only as a fundamental principle of human-rights but also as a necessary pre-requisite for social, and economic development and as a stimulus for the world peace. United Nations organizations document reveals that 50% of the human resource available for developmental processess are women in 1970. Hence, we cannot afford to ignore their talents any more. If this is not done, not only the women, but the families, communities and the nations of the world will suffer. For it is said winning over women is winning over a family and the country at large.

WOMEN LITERACY IN INDIA

The census statistics of 1971 will illustrate the state of women literacy and education at the beginning of the decade. The march of literacy failed to keep pace with the growth of population and the total number of illiterates among men and women at the end of each census decade exceeded the corresponding number at the begining of the decade, although percentage increase in literacy for the year was substantial. The following figures will reveal how the goal of universal literacy eluded the country in the first 25 years after independence. [4]

Population and proportion of population

Literate and illiterates. All India 1951 – 1971.

(Absolute figures in Million)

Item	Sex	1951	1961	1971
Total Illiterate	M	139·71	148·35	172·00
	F	158·71	185·36	214·74
Total Literate	M	44·15	77·94	112·5
	F	13·82	27·5	49·37
Illiteracy rate per 100 of population	M	75·98	65·56	60·55
	F	91·99	87·05	81·1

Table above indicates alarming rate at which the absolute number of illiterate men and women have increased in each of the two decades. It also shows the even more impressive rate at which the literate population has increased in each of these two decades, more than 76% in 1961 on the 1951 base for men, and almost 100% in 1961 on the 1951 base for women, more than 78% in 1971 on 1961 base for women. The pace of rate of increase slowed down normally during 1961-72 compared to 1951-1961, for both men and women, which is also reflected in two inter-decade rates in illiteracy.

The picture of distribution of womens literacy in rural India even in 1971 leaves great deal to be desired. Of the total count of 264 million females in 1971, 214 million were enumerated in India. The rate of literacy among the 50 million urban females was 42 (41·91%) while that among the 214 million, rural females was only 13 (12·92%). Like male literacy, the rate of female literacy showed the results of the concentration of efforts in the urban areas in comparison to the neglect of rural areas in which large female live. The table on page further focusses on the literacy in a descending order. [5]

TABLE SHOWING LITERACY RATE OF RURAL WOMEN.

Rank	State/Union Territories/ other areas.	Literacy rate of Rural Women.
1.	Kerala	52·63
2.	Lakshadweep	30·36
3.	Goa, Daman & Diu	30·25
4.	Andaman & Nicobar Islands	25·57
5.	Pondichery	23·49
6.	Delhi	20·00
7.	Punjab	19·78
8.	Tamil Nadu	18·87

9.	Meghalaya	18·59
10.	Himachal Pradesh	17·93
11.	Maharashtra	17·49
12.	Chandigarh	17·47
13.	Tripura	17·43
14.	Gujarat	17·07
15.	Nagaland	16·74
16.	Assam	16·26
17.	Manipur	16·05
18.	West Bengal	14·63
19.	Mysore	14·37
20.	Orissa	11·74
21.	Andhra Pradesh	10·88
22.	Haryana	9·00
23.	Dadar & Nagar Haveli	7·77
24.	Uttar Pradesh	6·59
25.	Bihar	6·16
26.	Madhya Pradesh	6·00
27.	Jammu & Kashmir	4·74
28.	Rajasthan	3·85
29.	Arunachal Pradesh	2·86
30.	Aoo India	12·92

The above table shows that there are 10 states and Union Territories (Rank 20 to 29) which are below the national average of rural female literacy, 12.92%. These states and Union Territories contribute more than 53% of the rural woman population of the country and cover almost all the states in north-west and central India. Among the Southern states, where literacy rate is

higher in a large territory like Andhra Pradesh the literacy rate is only 10.88% among rural women.

While earnest efforts are made to push-up the male literacy rate even great effort is needed for improving female literacy. The problem is compounded by a variety of cultural, economic, sociological factors. Indian society is characterized by a number of factors which have practical significance for the status and living conditions of women. So non-formal programmes for rulal women (see appendix VI & VIII) have to be organized taking all these factors into consideration. It is now widely accepted fact that any educational progrmme including rural women requires substantial learning inputs.

Education in the absence of essential inputs and services, however cannot bring about rural development on its own. Other complementary factors like availability of credit, fertilizers and pesticides for the farmer and adequeate employment opportunities for unemployed or the underemployed educators can become a potent accelerating force for rural development.

METHODOLOGY

Viewed in this perspective the educational programme, can become a part of the larger frame-work of an integrated rural development effort and should be carried and organized as an meaningful educational endeavour. This process of education requires multipronged pattern of education. It is also necessary to combine education and work. The programme so designed, should be related to their daily work, like pottery and match industry. It should aim at bringing about changes in the attitude and behaviour of the people. The programmes can be classified as multi-message programme which will focus on various aspects of rural development and uni-message programme which will focus on one area on one message. For example agriculture, health and Panchayat will comprise one message area each. General programme formation and on the spot programme formation are the two modes of programme development.

The first approach will design a general context frame-work and text-books on the basis of past experience in functional adult-literacy. The second approach will consist of problem identification and need-analysis of the villages by an inter-disciplinary team reporting on health, agriculture and education. On the basis of this study, programmes can be developed. The educational proceedures adopted in the micro-approach to adult-education should initiate such an instructional climate in which the adult-illiterate women find themselves and should help in implementing and practicing the concept of learning and doing.

Hence adult education has to be linked with vocation and practical ways of living.[6] After the identification of the areas like family education different dimensions in the subjects can be mentioned in the following way.

1. Family education.	—	Rearing of children, family budgeting, recreational education.
2. Health education.	—	Nutrition, Hygiene, Health camp, sports, Nursing.
3. Social and economic Education.	—	Community leadership, Community participation women's education, eradication of superstition, casteism, youth club, women's association Class and power structure, ownership, wage, work, trade unions, rights and duties, property rights, production, distribution and consumption and co-operatives.
4. Political and civic education.	—	Villages administration, adult franchise, current affairs, village, State, National International duties of a citizen in a democracy, rights and duties, road rules and regulations.

5. Religion and moral education.	—	Rituals and festivals, moral consciousness.
6. Vocational education.	—	Basket making, Brick work, weaving, embroidery, poultery, Beedi making, Match industry, Candels, Dairy, Pottery, Palm leaf products, matting (mat weaving).

When the job tailoring and embroidery is taken as the vocation, the units of curriculum can be prepared in the following way.

1. Subject Area.	—	Tailoring and embroidery.
2. Major Problem	—	Full dependence on the skilled persons in the village to make the garments for the family members and the inability to meet the heavy cost of stitching.
3. Sub-problems.	—	1. Lack of knowledge regarding the technique of tailoring and embroidery. 2. Lack of knowledge as to how best the leisure time can be used purposefully and for creative work. Opportunities for handicraft and self-employment. 3. Lack of finance to join any school of tailoring or embrodiery.

4. Analysis of sub-problems :

1. Creating an awareness of how their leisure time can be spent usefully.

2. Creating an awareness for self-help and independence.

3. Creating an awareness of how their leisure time activity will give them some earnings to improve the economic conditions of the family.

4. Syllabus :

4.1.	Importance of dress —	Introducing stiches-used (by hand)
4.2.	How to handle needle, Scissors, tape etc. —	Tucking, running back stitch, stitch narrow and cross cut, darning patching, mending old clothes.

4.3. Kinds of stitches.

4.4. Darning.

5. Method of stitching buttons — Press buttons, thread buttons, coat-buttons.

6. Buttons — holes, hook and eye.

7. Making kerchief, pillow-case.

8. Cloth bags, teapoy cloth.

9. Paper cuttings, knicker and petticoat.

10. Frock, Jumper and Jacket.

11. Hand-work in wire – Hand bag, flowervase and Baskets.

12. Cutting — Body, inskirt and choli.

13. Hand-work — crochet, Lace, Bag and table clothes.

14. Machine — 1. Introducing parts of sewing machines, handling the machine.

    2. Cutting out garments in materials and complete garments on machine with care.

15. Taking measurements for different kinds of dresses.

16. Embroidery — Drawing the designs.

17. Stituches — Chain, button hole, cross, overtob, set, lezy, daisy and satin.

18. Pillow case with frills, screen for windows and doors, table-clothes and cusion cover. [8]

Duration : About 1 to 2 hours in the after-noon for 8 months.

Knowledge relating to

1. Awareness, values, attitudes and behaviour, understanding the value of utilization of time in a useful way.

2. Modern techniques in tailoring and embroidery.

3. Realization of the spirit of co-operation.

4. Building a spirit of self-reliance and independence.

5. Special efforts put forward and the resultant increase in income.

The programmes of education for adult women are quite different and should be tackled differently. In planning and implementing such programmes for adult women, an adult-educator must be keen on making them efficient and active members of the community in addition to teaching them to read and write. Hence, the programmes designed should combine education and work.

References and Notes

1. See Figure 1. Indicates the percentage of male and female literacy in the Urban Area.

   Figure 2. Indicates male and female Literacy in the rural area.

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10

MANAGEMENT PRINCIPLES IN ADULT EDUCATION

In today's context and complexities of human society, management is defined as a source which spells on micro-techniques for planning and implementing any programme for greater success.

Management is fast becoming a central resource of the developed countries and the basic need of the developing countries. The success of any project largely depends upon the competencies, the earnestness and the value of its managers.

As such, management is understood as a principle which consists of the formulation of the operation of the policy of enterprise whether it pertains to public administration, business management or any other corporate human activity in pursuance of an objective. At each level assets — whether human, financial or material — have to be deployed in the manner best calculated to achieve the formulated objective. There are management tools and techniques, management concepts and principles. There is a common language and universal discipline of management. Productive management must, indeed become the instrument through which any organization, be it in business or education serve the common purpose of mankind.

MANAGEMENT THEORIES RELEVANT TO ADULT EDUCATION

We have to learn many new tools and techniques of management and adopt and formulate sound principles of management for adult education which would promote a fair measure the conservation and utilization of our national resources.

This should be in tune with the realization of the basic objectives of adult education, namely social justice, development of human dignity and achievement of prosperity in material benefit and in higher values of life.

MANAGEMENT AND ORGANIZATION

The four major functions of management are listed below:

1. Formulation of policy under political direction.
2. Creating a machinery for the implementation of the policy.
3. Operation of the administrative and creative machinery.
4. Accountability.

These principles, to elaborate further, needs explanation. Any programme, if it is to be effectively managed, needs first and foremost formulation of a policy. By this, we mean, clear policies must be formulated as a first step towards programme management in tune with political direction.

In order to operate these policy frame through administration, an operational machinery must be established by creating different personnel with a specification of task analysis for the different personnel.

The last principle is to focus on the accountability. These personnel, for an appraisal of accountability, need to discharge these responsibilities through effective management by objectives.

MANAGEMENT PRINCIPLES OF ADULT EDUCATION

Among the many theories of management, management by objectives appears to be most suitable for consideration for adult education.

The theory is based on the principle of converting the objective needs into the personal goals of the manager, in addition to proposing self-control to the manager, instead of control from the top. In other words, management by objective propagates the principle of management by self-control rather than management by domination.

This is recommended for prime consideration because the National Adult Education Policy embraces the vast sub-continent of India to benefit millions of adult illiterate population. This is a massive project, almost a peaceful social revolution on a grand national scale for which adult education programme is looked as strategy with all the diversities of regional and local languages, culture, social and traditional heritage, economic and communal strata. The management problems of the programme would naturally be so complex, that it would be impossible to solve them by management, from the top. Demonstration not only of management, but even in policies and objectives may be found imperative.

Further, though this method of management is now presented as a new theory, we have found the same principles intutively adopted by the Indian National Congress,[1] when it launched its national struggle for independence. At every level of management of the National Congress movement there was absolute freedom, the objective of attaining independence, being the motive for all levels of management and non-violence being a code.

Adult education programme being massive movement like the struggle for freedom, this principle of management is recommended as a tool which has already been pre-tested in the field. This system may be said to lack the unity of directions and effort of a management team. Even otherwise this unit of direction would be difficult because of the diversities already mentioned.

This theory departs from the traditional thinking and practice of management in its concept of self-control. The manager must be able to measure his performance and results against the goal. He must be supplied with clear and common measurements, in all the areas.

These measurements need not be rigidly quantitative, but they have to be simple, clear and rational. They should be relevant and manager to measure his own performance and should be supplied to him in time. This would enable him to apply correction to his own direction of work.

The philosophy behind this concept is refreshing in the context of adult education. The concept of adult education envisages the emergence of free thinking men and women with their own dignity and integrity, as a rational human being out of a superstition and tradition ridden society. This could only be achieved by a class of managers who can feel themselves as free social workers deriving there prime motivation from a personal desire to achieve rather than from administration from the top. This tool of management appears to be in perfect consonance with the basic tenets of adult education because the scheme of adult education is embedded in the concept of voluntary involvement and participation. This must also be the code for the adult education manager in all his levels of management operation.

This concept throws ample light on the pitfalls of adult education programme. Though we traditionally enlist human resources, our eyes were set on the economically viable resources and we only thought of unemployed youths, part-time school teachers, students of colleges in the spare time etc., none of whom would feel a real involvement in the project. These human resources proved a drain on the precious little resources we had, reducing our hopes of achievement of our project to the brink of despaire because they can work only when effectively guided by the higher authorities, due to their set ideas and traditional thinking.

TOOL OF MANAGEMENT

As its name implies, planning, programming and budgeting is a combination of three related, mutually supporting but quite different phases. [2] Planning is the initial step which involves the formulation and projections of goals and objectives towards which the organization must direct all its activities and the development of strategies to achieve these goals and objectives. Programming the second stage is the devising of the means that are to be utilised to achieve the objectives such as the specific determination of the man power, materials facilities and found necessary for carrying out agreed programmes with a clear projection of identifiable programmes and activities. Under this concept, greater stress is laid on the output of the organizations

rather than on the input as in the case of traditional budgeting. It is also a process that extend far enough into the future to show to the extent practical and necessary the full resource requirements for the programme outputs.

Budgeting the third phase in the process of transforming long range programmes into the terms of a detailed budget, the financial implication of the programmes and activities to achieve the agreed objectives

Short range money planning is concerned primarily with the use of existing facilities and resources and intermediate range planning is concerned primarily with the procurement and construction of new facilities and long-range planning is concerned primarily with the planning of new developments with very long lead times. Planning can be fiscal or substantive. Fiscal planning is the planning of future budgets and substantive planning is the planning of immediate, intermediate and ultimate objectives and developing means to achieve them.

In this concept what is known as systems analysis[3] is the fountain head from which all planning process can emerge. Systems analysis is an approach to problems of decision making which proceeds by ascertaining objectives, determining constraints, elaborating alternatives and estimating costs, benefits and risk of feasible alternatives. Systems analysis aims at maximising or atleast increasing the value of the objectives achieved by an organization in relation to the cost of the resource it uses. This system envisages cost-benefit analysis which is apparently a rational approach to any planning. A policy for any programme must naturally be based on the cost effectiveness of the programme. As a natural sequence of cost effectiveness, this concept presents also an analysis of alternative programmes.

The sum - up the concepts common to all planning, programming and budgeting systems are :

1. The setting of specific objectives.
2. The systematic analysis to clarify objectives and to assess alternative ways of meeting them.

3. The formulation of plans of achievement, year by year, for each programme.

4. The projection of the costs of these programmes a number of years in the future.

5. The framing of budgetary proposals in terms of programmes directed towards the achievement of the objectives and

6. An information system for each programme to supply data for the monitoring of achievement of programme goals and for the reassessment of programme objectives and the appropriateness of the programme itself.

The next stage would be to focus attention on programme planning, organization and management of the adult education projects.[4] It would contain programme objectives, programme Resources and limitations, programme content, programme Evalution and programme Management.

PROGRAMME OBJECTIVES

In programming any course, the programmer first has to concentrate only on the programme objectives. It is because the entire programme is to be structured only on the basis of the programme objectives. In the case of NAEP the three objectives are, to create an awareness, to impart literacy skills and to link literacy component with functional development. Hence these programmes should necessarily be based on these objectives.

PROGRAMME RESOURCES AND LIMITATIONS

In focusing the resources in programming, the resources and limitations are the next thing that needs elaboration. Under these heads men and material facilities can be considered. The physical facilities must be given proper due consideration, for, healthy physical environment contributes to any learning situation particularly adult learning in terms of learner output. Hence, there should be an emphasis for proper physical facilities in adult education centres. Teaching personnel is another important factor in these programmes. An adult teacher is one, who

should have the proper training in adult learning situations with sufficient aptitude and commitment for the work. Hence, it can be enlisted with the following criteria.

1. Ability to organise community centres activities namely cultural recreations and vocational.
2. Ability to mix with people and particularly an aptitude for working with weaker section of society.
3. Proximity of residence to adult centres.
4. Willingness to submit to the discipline of sustained work within the prescribed budget,
5. Ability to tape the community resources for programme, enlisting the co-operation of community leader and local talents and also the expertise of specialists in the field.

PROGRAMME CONTENT

Programme content is closely related to objectives of the programme. The content must be relevant to the programme and it must be able to attract the people. Based on this module an adult education should obviously link the manager of the adult literacy project with the developmental activities of the learners. This takes the project to the next step of identifying the needs and setting the priorities in terms of development for the adult education learners. The following areas are easily identified for linking with adult education. They are : Agriculture, Small scale industries, Animal husbandry, Poultry keeping, Kitchen, Gardening, Handicrafts, Mate weaving, Carpentry, Recreation, Dance, Drama, child care, and Nutrition. In the above said module, the developmental aspects of any Project can always listed but an adult education manager has to identify the local resource for the development, intune with the identified need of the adult learners. The content must awaken the interest of the participants or learners and it should help to overcome some of constraints and limitations under which they operate. Also, it enables one to gain critical understanding of the forces which operates on a society so that, this would held the beneficiers for the total development of the personality.

PROGRAMME EVALUATION

Evaluation is the process of obtaining and providing useful information for making programme decisions. The purpose of evaluation is to improve the programme by identifying the strength and weaknesses of the programme, the difficulties encountered by the worker in implementing the programme and to help the organizer in taking short term and long term decisions about the programme. Two kinds of evaluation, formative and summative are possible. The formative evaluation is done during the process of any education programme. Summative evaluation is done after the term of the programme. An evaluation programme should also be a two way process — an educator's evaluation of the learners and the learner's evaluation of the educator in order to restructure the programmes for better performance interms of the learner-needs.

PROGRAMME MANAGEMENT

An overview of programme management should be based on management administration. The method of administration would definitely harp upon the management of the project through the personnel required to administer the project. These personnel when once identified can be given a pre-service training. In some cases, if need be, an inservice training can also be done in order to enhance the level of programme management for the project. Finance is the most important factor in any programme. In order to manage an adult education programme efficiently finance is to be managed. A group of experts from the planning commission and Ministry of Education have formulated the guidelines for an effective operation of adult education centre which can be looked upon as the module for the success of adult education programmes.

Management of means is another effective criteria based on which any project can be efficiently managed. This obviously leads to the proper maintainence of records of centres and Project Officers. Lastly the physical resources form an onerous part for managing the centre. This included, place, board, benches, light, and other learning materials which are available.

Though the physical resources are mentioned as the last, atleast some minimal importance must be given to meet these needs, so that it would create a better mental climate for learning on the part of adult learners in adult education centres. It is the task of adult education manager to make his project productive for the individual, community and society, by carrying on the promise of new principles of management, for the success of any project depends upon the competence and earnestness of its managers. Management science is relevant to adult education, because the whole adult education has for its objective, economic and social development, which management alone can ensure.

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11

EXTENSION AND ADULT EDUCATION PROGRAMME

INTRODUCING EXTENSION

The University Grants Commission Guide-lines [1] for Adult Education and Extension Programmes, opens out with the statement that the University must assure adult education and extension as an important responsibility and give it the same status as teaching and research. Universities are beginning to realize that besides teaching research, they also have a role to play in service to the Nations. This field of study which should be obviously at the University level should be extension service. The impact of extension activities are quite sporadic and they are never as strong as that of teaching and research.

The growing body of opinion advocate that the Universities ought to operate out-side the campuses. The concept of the University without walls is gaining ground and a participation in the University life is seen as the only way of justifying the high-expenditure of national resources that the Universities spend over their existence. In the movement towards a community, Universities, Colleges can play a crucial and vital role for they are the pillars of society that have the direction of interest and experience to enable this involvement to be carried out.

No University to-day can justify its existence to the society unless in addition to discovering knowledge and imparting to those who seek it formally must extend to those who do not seek it also (Community learners). The first two functions have been traditionally regarded as the functions of the University. In addition to discovering knowledge and imparting it to the students

who enrol themselves it is important to make a new beginning. Our Universities must learn to accept their social obligations. Adoption of extension programme is not only a way of doing so but it is the most obvious and most urgent. The University and Community should come together. Then we can say, that the extension is not an additional programme of the University, but is simply another dimension to the mission of the University.

Expertise of the University departments and the colleges must be opened for the true development of the national consensus such as integrated rural development, poverty, increase in production of food, extension of social justice and the growth of individuals for collective development.

Hence extension should reach out to a large section of adults through educational programmes especially to the population of weaker sections.

Adult education has a contribution to make to the economic growth and social development. Therefore Adult Education is vital to democracy and development. In the present period of rapid change it is essential for survival. It needs mobilization of all possible public and private resources.

Responsibility for adult education is now no longer regarded as a task which the Universities cannot or should not handle. Commitment to adult education has to be looked upon as central to the mission of Indian Universities.

It is important to establish a link between adult education extension and University curriculam [2]. This should not be looked upon as a welfare activity for the deprived social-groups, but as a process of interaction in the society leading to "an educational experience" and as a means making higher education relevant to the needs of society and oriented towards a solution of existing problems. The academic resources available in Universities and colleges should be extended to community. Educational extension is the only channel for making the resources available to the community.

OBJECTIVES

The objectives of the programme of adult education and extension should be :—

1. To enable universities / colleges to become aware of their social responsibility and to bring them and the community closer.
2. To provide teachers and students with opportunities for service leading to an educational experience.
3. To educate the community and involve it meaningfully in national development.
4. In the context of NAEP launched with effect from 2nd October, 1978 with an aim to extend educational facilities to approximately 100 million illiterate persons for about five years these objectives acquire a special status and need to be a national endeavour through C. S. S., N. S. S. educational extension of colleges and universities.

EXTENSION AS AN EDUCATIONAL EXPERIENCE

We should first of all learn and treat the learners as subject and not as object of experience when we attempt to link adult education extension to curriculum. In any community setting for any adult education extension activity, we should first try to underssand the people, their language, their systems etc. We further need to investigate their modes of learning, communication, their technologies, their activities for living, their vision for possibilities for their social-economic changes, their values as expressed in their world of action, traditions they respect.

In adult education it was Paulo Freirered who first out lived such an anthropological approach for the meaningful world of learners and involving these learners with the problem solving decision of the curriculum and material preparation of literacy classes. It should lead to the achievement of main goal of the programme. The core of each unit should be around a problem, and it should aim at the promotion of understanding national and social development.

DEFINITION OF EXTENSION EDUCATION

Extension education is an applied science derived from research accumulated with field experience and relevant principles drawn from the behavioural sciences subsidized with the useful technology into a body of philosophy, principles, content and methods focused on the problem of out of school education for youth and adults. Extension work is education of people to help themselves for guiding changes in the right direction. Different types of education like agriculture, health, politics, civics etc. can introduced.

EXTENSION AS METHOD OF ADULT EDUCATION

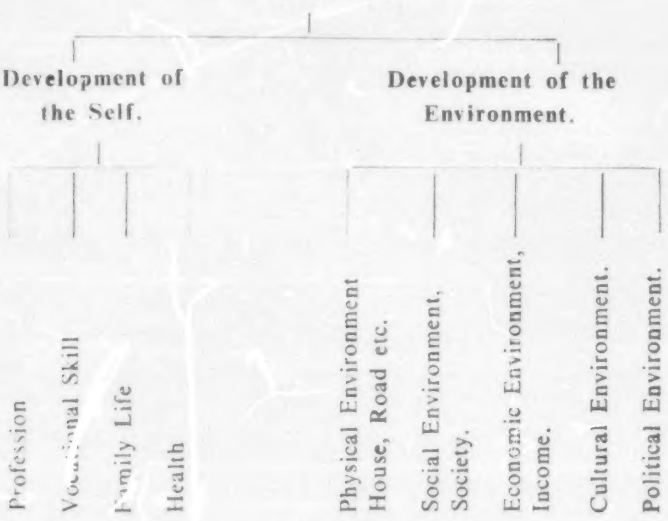
Extension methods spiring from a combination of methods and the aim is to achieve a rapid communications and wide spread adoption of desirable innovation in every field of adult-literacy with local extension workers. The conduct of extension involves four distinct yet closely integrated stages. People are motivated to learn if they can have a basic need. The aim of extension education / adult education is to enable the people to make the desirable changes in their behaviour that contribute to better living.

Extension should be conducted with the basic objectives like disseminating of useful and practical information to firms, factories, office and home-situations. Extension education covers the entire range of life, centering on the interest or needs of the adult learner and his immediate problems. The whole philosophy of adult education rests upon the belief that change in knowledge, skills, and attitudes are crucial to the process of development. This leads us to the next step between education and social development. Afterall, curriculum is the environment in which the learning activities take place. The adult learning activities should focus on the psycho-social aspects. The curriculum development should take into consideration the adult learners needs and feelings.

Education should consist of the various development projects like agriculture, industries, labour, social welfare, health etc. When it is linked with developmental process, people become aware of the processes going on for their own development and

may become participants in the programmes. Literacy cannot be taught in isolation (Refer appendix No. 1). Hence in this particular programme adult literacy is placed within the broad frame work of adult education. There is a need to link literacy with developmental activities. This leads us to the next step to know what are the developmental activities. This can be broadly classified as development of the Self and development of the environment.

The following schematic representation will show the areas of concern for the development of the adult learners.



The content of Adult Education Programme indicate the self-development and the environmental development. Hence all education programmes should relate to other socially productive work. It must be integrated with development activity. It must involve the people actively in programmes of social and national development. Adult Education is a developmental activity organized for those who never come into the formal educational

system. In India, this adult education programme is called as minimum needs programme and it covers the illiterate people between 15 to 35 years of age.

PHILOSOPHY OF LINKING ADULT EDUCATION WITH DEVELOPMENT

The philosophy affirms with a belief that an adult learner is not an empty bottle to be filled up with ideas. An adult learner has a broad experience of life and work, has a well developed logical system of his own and an aptitude for horizontal learning through association and correlation of anything learned and skills that are already known to him. One of the basic principles of adult learning is to traverse the adult learner from the known to the unknown. Hence the method of linking literacy with the economic, social and cultural skills, already known by the adult learner.

PROGRAMMES FOR THE DEVELOPMENT

Programmes for development could be divided on the priority areas of learning by the adult learner. It may range anything from his professional development like agricultural technology, fisheries programmes, home-education. There are a number of agencies like Department of Agriculture, Department of Animal Husbandry, Department of Fisheries, Department of Rural Development, Department of Harijan Welfare, Department of Health, Department of Social Welfare for the developmental activities of the learner. Many of these agencies do extension services and this can be taken into consideration by the adult educator in adult education programmes.

When any activity is carried out, it is better to create an educational awareness to the community learner. When we take one area of concern like economic issues of the community, almost every community has some problems of economic nature. The community learner uses the resources, without the educational awareness of the same. Hence it is important for the adult educators to create such an awareness to the community learner.

A model [5] on the economic issues of the community is appended herewith.

A MODEL CHART TO EXTEND THE ECONOMIC RESOURCES TO THE ADULT LEARNER*

Economic issues (sub areas of concern)	Objectives	Content	Agency	Local Resources	Instructional materials	Evaluation
Ignorance of credit facilities.	Realise the standard of living.	Need for co-operative societies.	Agriculture department.	Directors and members of Panchayats.	Pictures	Practical work.
Lack of knowledge about the village industries.	To make them set necessary economy resources.	Type of credit facilities.	Block development officers.	Co-operative societies.	Charts.	Interview.
	To enable them to ordinary craft and supplement their family income.	Functions of various types of co-operatives.	Co-operative department.	Progressive formers.	Diagram	Inspection of craft materials produced.
		Ways and means of getting the loans.	Khadi and village industries board.	Grama Sevaks.	Visual aids.	Assessment of the family (Individual income).
		Need to start cottage of industries.	Small scale industries board.		Radio.	Utilization of spare times.
		Availability of raw materials equipments and marketing facilities.	Social Welfare board.		Cultural activities.	
			Dt. publicity officer, A. I. R. School master.			

CONCLUSION

In the above model each problem may be prepared with specific objectives like imparting information and promoting attitudes and opinions, imparting vocational skills and improving organizational participation etc. In the content of NAEP Educational Extension is the only avenue for utilizing the academic resources (see appendix No. VIII) for the benefitof the community programmes.

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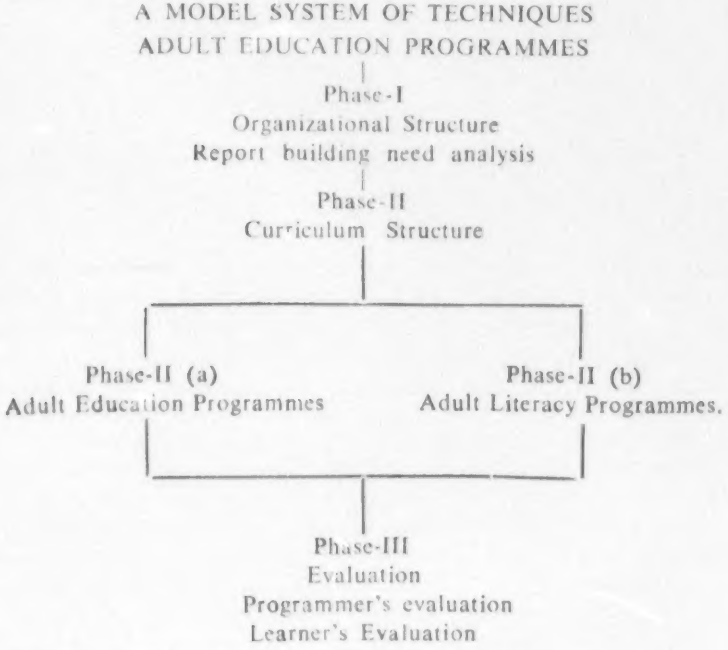
12

TECHNIQUES FOR ACTION PROGRAMMES IN ADULT EDUCATION

Much has been said about the National adult education programmes which has become a national movement and policy decisions which were made by the then Indian Government to plan and implement the programmes in a mass scale. The Government of India launched the programmes with utmost sincerity for which organizations of various kinds like Directorate of Non-formal Education and State Resource Centre have been set up at the centre and State level respectively. Needless to say the Governmental structure alone, would not solve this task of educating 10 crores of adult-illiterates in a span of 10 years. The programmes which are developed in the past are developed by the high level planners and policy makers. Most of the materials so far published are only related to planning at the macro level in adult education. Even in the structure of NEAP knowledge was imparted only to the educated who are responsible for implementing the programme. All said and done, the macro-level planning has to filter through micro-level action programmes.

At the micro level, the gross root level, the field workers found it difficult to organize the programmes for adult learners. Most of the informations passed on to them were intellectual thoughts and concepts. They can understand them but it is difficult for them to transform these ideas into action. They found some gap in reality The gross root level workers is the only one who will know the real picture of the target group[1]. When programmes for the illiterate adults are to be implemented he must be clear in his planning. The planning is one of the hardest job. Many things have to be looked into when planning is done for a programme.

A model for effective practising of adult education techniques is shown below :



This plan of action is further detailed as follows :

1.0. Phase - I How to approach the community.

1.1. Exploratory phase.

1.2. Contacting the community leaders to get his concurrence for the programme.

1.3. Contacting the local Board President to get his concurrence for the programme.

1.4. Contacting the village leaders and the local people for community involvement.

1.2.0. Need Analysis.

1.2 1. Identifying the environmental needs. Studying village profile — existing infrastructure, through a questionnaire schedule and personal interview.

1.2.2. Organizing the meetings with community—Identification of the educational need of the community.

1.2.3. Assessing the feasibility of the programme in the village.

1.2.4. Identification of local talent for the programme.

2.0. Phase-II (a) How to organize adult education Programmes.

2.1. Organizing adult education programme.

2.2. Developing objectives of the programme.

2.3. Deciding the content area.

2.4. Deciding the methodology.

2.5. Developing the programme for co-ordinating other extension departments and other voluntary agencies, on the basis of content and the method of the programme.

2.6. Occupational and vocational training by different departments in context of community needs.

2.7. Linking the subject matter with need assessment of the community.

2.8. Community inter-action about the subject matter through conversation, group and inter-personal discussions.

2.9. Aids : Deciding the films by different departments like Health and Agriculture and other relevant areas of studies to the community through multimedia approach of communication like Radio, Television, Tape-Recorder etc.

3.0. Phase-II (b) How to organize adult literacy programmes.

3.1. Developing the objectives. Selection of Key words and preparation of suitable curricula.

3.2. Preparation of learning / teaching materials.

3.3. Teaching literacy skills.

3.4. Time-slab for the programme.

4.0. Phase-III - Evaluation.

4.1.1. Learner's evaluation of the programmes.

4.1.1. How far the programme is applicable to the learner?

4.1.2. How effective is the programme ?

4.1.3. What are the chances of improving the programme in terms of the learner needs ?

4.2. Programmer's evaluation of the learner.

4.2.1. How far the objectives of the programme are fulfilled ?

4.2.2. How far the various instructional techniques were effective ?

4.2.3. Need of change in the evaluation processs itself.

4.2.4. An assessment of the effectiveness of the programme in terms of behavioural changes in the learner.

5.0. The process of evaluation should be an on-going one, in terms of the process as well as programme.

This blue-print for action programmes in adult education, may be used with a note of warning to the adult educators. The phased programme is given only to give more clarity and expression for the organization process. There is no hard and fast rule to put them in water tight compartment with rigidity. The ingenuity of the educator lies in giving a creative combination of second and third approach as a feasible programme for the adult learners. In NAEP structure gigantic organizations for imparting the training methodology and preparation of resource materials and installed. The Directorate of non-formal education are set up at the centre and state level. State Resource Centres are set-up at, the State levels, but nothing has come into existence, either at the district or in the vicinity of non-formal education centre for the immediate inter-action and expertise of the gross-root adult educators. Hence in this gigantic structure, a number of field stations for adult education programmes can also be created. Each field station can be incharge of ten to fifteen adult education centres, for their immediate reference, expertise, depending on their field interactions.

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13

TRAINING METHODOLOGY FOR ADULT EDUCATORS

There is no single methodology for planning a training in adult education programme.[1] Every planner must develop their own methods and approaches, in the light of the individual experiences. However there are essential features in the planning of any adult education training programme. These shall be discussed as to the objectives, content, training techniques, management techniques, and evaluation techniques of adult education projects. In a broad sense any programme should focus on the aforesaid details in organizing a training programme. Many volunteers say mostly educated people may be interested in rendering these services, but they may not know the methods of approaching and teaching the adults. Hence a training programme is needed to equip them with the necessary skills for working with adults and create an atmosphere of learning.

TRAINING OBJECTIVES

1. To make them understand the philosophy of adult education.
2. To help the trainees understand the need and importance of adult education programmes.
3. To help them to plan and organize adult education centres.
4. To help them to find their roles as teachers in adult education.
5. To make them understand the educational psychology of adults
6. To make them understand the methods of preparing the curriculum in adult education.
7. To train them in different methods of teaching adults.
8. To train them in the techniques of evaluation.
9. To prepare them to work with adults.

In general any training programme in adult education will have the following as the course content. [2]

1. Need for adult literacy.
2. Organization of adult education centres.
3. Motivation and adult psychology.
4. Curriculum preparation.
5. Preparation of teaching — learning materials.
6. Teaching methods.
7. Evaluation.

ORGANIZATION OF ADULT EDUCATION CENTRES

The trainees should be oriented towards the management aspects of the adult education centres. They should have a thorough knowledge as to how to organize the adult education centres. The several steps in the organization will include.

a) A survey of the village population and the number of illiterates in the village.
b) Their readiness to participate in the programme.
c) The nature of occupation in that village.
d) Enlisting the resources — both human and material available there.
e) Transport facilities available.
f) Feasibility of the programme.

MOTIVATION AND ADULT PSYCHOLOGY

Motivation is the technique through which a proper environment has to be built up by introducing a change in their mental outlook. Motivation can be produced by :

a) Material resources and incentives.
b) Creating a favourable atmosphere.
c) Providing explanation of advantages.
d) Providing self-evident, inbuilt and intensive ability in the course content.

The adult illiterates may be motivated, by using the following techniques :

1. By giving monetary incentives.
2. Providing recreation.
3. Sports and games.

4. Taking the learners for an educational tour.
5. Conducting fairs and exhibitions.
6. Celebrating festivals.
7. Getting the support of the village leaders.
8. Getting support from prestigious agencies.
9. Inviting prominent personalities to the centres.
10. Providing vocational education which may provide economic relief

While dealing with the adult students in a class room, the teacher should be very careful. An adult educator should always remember that it is only through encouragement that an adult learner can study well. Hence adult education is defined not as a science of teaching, but helping adult. [3]

CURRICULUM PREPARATION

Curriculum is the pivot [4] of all educational programmes. Especially the success of all adult education programmes depend on the development of proper curriculum. There are several approaches to the proper development of curriculum in adult education programmes A few of them are traditional approach, functional approach and problem solving approach. Traditional approach to curriculum development has been literacy oriented without giving any touch to the functional aspects of the adult learners. In this context, the functional approach seems to be more appropriate. The functional approach to curriculum should be adopted, which is related to the adults life and vocational interest, and the day to day problems which has to be over-come. But the problem solving approach is most suitable. The basic assumption of this approach is that the prospective participants of the programme would not only be interested in solving the problems which comes in every day life, but would also be motivated to participate in this programme on account of the economic benefit which they derive from it.

The problem here is the diseases faced by children. First the root cause for this problem should be analysed. This may be found in the lack of information about infant feeding and child care. Then the remedial measure should be found and converted into curriculum units. To illustrate this problem a module is appended in page 98

Problem	Remedial measures	Curriculum units.
Child Health		
1. Child diseases-due to lack of information about infant feeding and child care.	1) Improving the living conditions. 2) Taking special care of pregnant mothers. 3) Visiting health centre for checkup. 4) Supplemental feed for baby's diet. 5) Observing 3 years gap between birth of 2 children. 6) Involving local bodies in providing medical facilities. 7) Increasing production of food stuff for children at local levels.	1) Need and nature of medical care for pregnant mother. 2) Periodical medical checkup. 3) Need for proper spacing between birth of subsequent children. 4) Maintaining normal health.
Economic Activity		
2. Spending the leisure time usefully.	1) Engaging in some sort of vocational training. 2) Using the time for keeping the house and the surroundings clean.	1) Teaching how to make baskets with plastic wires. 2) Stuffing the doll. 3) Teaching the proper measurements 4) Need for using the leisure time for better living.
Home Science		
3. Nutritional deficiency	1) Inviting the doctors to advice the learner in subjects concerning nutrition. 2) Providing synthetic vitamins. 3) Taking low-cost/high nutritional food. 4) Bringing to their notice the locally available nutrition.	1) Need for taking nutritional food. 2) The types of vitamins. 3) The diseases, that may come due to lack of vitamins. 4) Nutritional food that they can get at the local level. 5) Inviting medical experts to say on nutrition value and food.

TEACHING - LEARNING MATERIALS

It is well known that adult learning requires substantial learning inputs. [6] If adult education has not made much head way in the past it is largely due to irrelevant learners aids in adult literacy projects. Audio visual teaching methods and materials offer the educator the unique opportunities to increase the clarity and effectiveness of his vital message. Those who work in the field of adult education and whose challenge is to extend the frontiers of knowledge, will find audio-visual methods particularly useful. Audio-visual materials include audio-aids, that can be heard but not seen, visual aids that can be seen but not heard ; and audio visual aids that can both be seen and heard. These materials can be either mechanised or indigenous.

Mechanised technology includes a large number of materials of which, Radio and Television are the most important and relevant to Indian content. Radio is the widest used mass media in India. The farmers Functional Literacy Programme, conducted, using Radio as the mass media, proved to be a success. It is the cheapest mass media, through which even the people at the remotest villages can be contacted immediately. Only a few of the villages in India has the privilege of using Television. Hence a large number of people cannot be contacted through T. V. It is also a costly affair. Still, efforts are made to use T. V. as a media of instruction.

But the materials prepared locally, to suit the learners and the local situation, will be more effective than mechanical forms. The IPD unit of the Department of Adult and Continuing Education, University of Madras, prepared a few indigenous materials, which may be relevant to trainers of adult education programmes.

With regard to training techniques, lecture method is not the only method, where the trainees can be instructed through oral communication. But this has to be supplemented with several other methods like dialogue, case study, home visits, brain storming, role playing etc Dialogue is a technique of two way communication through which, the animateur may instigate the

learners to take part in discussions. A case study is a study about an individual or institution or an organization. In order to give a realistic picture of the field situation, the trainees may be taken to the actual field and study the situations. Brain storming is used to stimulate the audience through questions and discussions leading again to discussions. Participants are urged to talk freely and express their ideas. Role playing is the process in which a life situation or a problem is tackled and the participants are encouraged to take a role in it. This is the best method for problem solving.

Participatory training is another method in which the trainers are gathered to air out their own ideas and ideals in relation to needs to evolve the training content and the training methodology. Similarly simulation is a technique in which an actual life like situation is created which induces the trainees to take an active participation in the learning situation.

Evaluation of the training programme is an integral part of the process of training (See appendix X and XI). One of the terms continuously used here is 'participatory evaluation' [7]. It means that the trainer is not the sole person to make an assessment of the trainees but that all the participants in the training programme including organizers, resource persons, trainees and even those with whom the trainer will be working after training. If trainers and the trainees evaluate their activities after each activity, it will help them to provide immediate feed back. This is the aim of concurrent or inbuilt evaluation. The evaluation of the training programmes, organized for different functionaries of adult education programmes need to be systematic to determine the extent to which the trainers and trainees have been successful in achieving the objectives of the training programme. Evaluation of the trainees knowledge, understanding attitudes and skills can be done by the trainers and by the trainees themselves. The traditional method is the informal flexible procedures like group discussions, questioning etc.

Evaluation of the trainers can be done by the trainers and the trainees. The trainers should be evaluated in terms of

their resourcefulness, ability to involve the trainees and their ability to integrate their experiences in the whole process of training. Any training programme would be to cater to the skill development of the trainees with certain objectives and goals. And as such, this training programme in adult education will also be oriented towards skill development with the required dimensions of a training programme. Lastly an adult education training programme should focus on the trainees abilities towards mobilizing learner resources* towards adult education programmes.

For running any adult education programme we should know the community well. There should be an emphasis on the needs and problems. You must know your learners as individuals so that you could recognize their strength and abilities to cope with hardships and solve problems. We must also develop a profile of the learner community through suitable methods and responses from the learners. Their needs and resources should be identified for solving their problems. We must also set the objectives for teaching learning situations. Once we set the objectives it will automatically lead to the content and methodology of educational programmes for adult learners.

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14

RESEARCH IN ADULT EDUCATION

Any research is systematic and creative study. It arises out of carefully formulated problems. It denotes careful, critical and exhaustive investigation to discover new facts which will test a hypothesis, revise accepted conclusions or contribute positive values to society in general. This general principle applies to adult education research as well. Research is also defined as a systematic and refined technique of thinking, employing specialized tools, instruments and procedures in order to obtain a more adequate solution of a problem than would be possible under ordinary means. [1]

Any significant research leads to progress in some field of life or other. It is more so of adult education because it is covered with all immediate problems of adults, who play a major role in the society. Adult education is a growing field and naturally new problems are bound to crop up [2]. Research is an essential tool that can help to solve such problems and lead men towards progress. But research in adult education, not to speak about research tradition [3], is scanty.

In recent times there is a need oriented awakening in adult education and research and they are receiving increasing attention. It will take some time for this increasing attention to result in adequate research output. Therefore it is necessary to intensify research activity in adult education to build up adequate stock of research in a short time, so that adult education builds its own domain and tradition.

Though adult education existed in India in one form or the other and its history is quite old, no research work was done in this field until the middle of 20th century. For the first time a

pioneering study on the problem of lapse into illiteracy was made by Gadgil in 1945. [4] Since then sporadic efforts in research studies were made till 1969. It is heartening to note that after 1969, research in the field of adult education gained its momentum although continuous and consistent research efforts were not sufficient to meet the requirements in the field. Research in adult education is still very much at the stage of gathering facts. [5] As regards the methodology it is in general observed that, scientific methods of research were not given due importance and in some cases even the designs of the study were not properly stated. The limitations of the study and constructive suggestions for further research were by and large wanting.

A general review of the research conducted so far would reveal different types of researches viz. experimental, descriptive, historical, diagnostic, exploratory and survey types. The tools and techniques used for the collection of data were questionaries, interviews, historical and administrative documents. It remains to be observed that a number of studies of higher order making use of sophisticated statistical designs are rarely undertaken [6]. The existing trend in adult education research only indicate that adult education research is still at an infant stage, and research needs in adult education are greater and deeper. Though much reaeach has been conducted in this field in recent years, they are only of the survey type. Though different types of researches like historical, survey, experimental, observation studies, case studies are there, very often survey-researches are undertaken in the field.

The third international conference on adult education focused attention on this point. It noted that in general empirical and operational research in the field of education has been neglected, research in adult education cannot afford this negligence. In the field of adult education the experimental and historical research can be increased which would help for the furtherance and development of programmes in adult education. A study of the historical development is essential. The scope of experimental research in the field of adult education is vast and the need for such type of research is an urgent need, which may help for programme implementation.

For example, in curriculum research an experimental study can be undertaken on programmed instructions. Two adult education centres may be considered for an experiment, such that one centre has a programmed curriculum and in the other centre the curriculum may be devised by the adult animaeuter as and when necessary. These centres may be conducted for a period of ten months. At the end of the period, the outcomes of these two centres, the effectiveness of the course programmed, curriculum etc. can be compared. Research problems in adult education is such that all research problems cannot be undertaken immediately with the same intensity for various reasons. Perhaps inadequent funds for action research in adult education, may be one of the reasons for not taking up research problems in adult education. This seems to be a problem not only in developing and under developing countries, but also in developed countries like U. K. Lowe states that the national government and local authorities still treat adult education as a marginal responsibility. Their attitude can be seen from the small amount of money they allocate to adult education. [8]

The true study of adult education does not confine to one subject but has an inter-disciplinary approach which has practical learning and utility to human beings. Therefore a systematic knowledge in adult education must be assembled through developing a programme research in the education of adults including the information in other related fields such as psychology, sociology, anthropology, education etc. Hence, problems pertaintng to different dimensions are to be investigated. The research needs in adult education are enormous for adult education needs to be transformed into a powerful instrument of social-change and closely linked with national development.

Certain areas like development of curriculum development, instructional materials, development of evaluation techniques in adult education programmes, psychology of adult learning, management of adult education programmes, motivational techniques for adult education programmes can be designated as priority areas. Research studies in these areas, may be helpful for planning and programming in adult education.

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APPENDIX—I

LITERATES IN INDIA ACCORDING TO 1981 CENSUS[1]

	Persons	Males	Females
India	23,79,91,932	15,88.37,215	7,91,54,717
Andhra Pradesh	1,59,89,266	1,05,78,388	54,10,878
Assam (×)	—	—	—
Bihar	1,81.63,410	1,35,51,736	46,11,674
Gujarat	1,42,58,075	95,34,470	53,23,606
Haryana	46,05,649	32,71,047	13,34,602
Himachal Pradesh	17,77,201	11,15,973	6,61,228
J and K (+)	—	—	—
Karnataka	1,42,28,947	91,71,677	50,57,270
Kerala	1,75,71,819	92,44,609	83,27,210
Madhya Pradesh	1,45,02,063	1,05,74,919	39,27,144
Maharashtra	2,96,95,721	1,90,46,263	1,06,48,758
Manipur	6,01,943	3,85,123	2,16,820
Maghalaya	4,41,077	2,51,056	1,90,021
Nagaland	3,24,700	2,03,643	1,21,057
Orissa	89,64,625	62,16,037	27,48,588
Punjab	67,91,547	41,18,415	26,73,132
Rajasthan	82,01,615	63,50,945	18,50,670
Sikkim	1,06,780	75,066	31,714
Tamil Nadu	2,21,11,593	1,39,65,132	81,46,461
Tripura	1,56,688	5,39,932	3,16,756
Uttar Pradesh	3,03,58,013	2,28,45,887	75,12,126
West Bengal	2,22,71,867	1,43,91,808	78,80,059

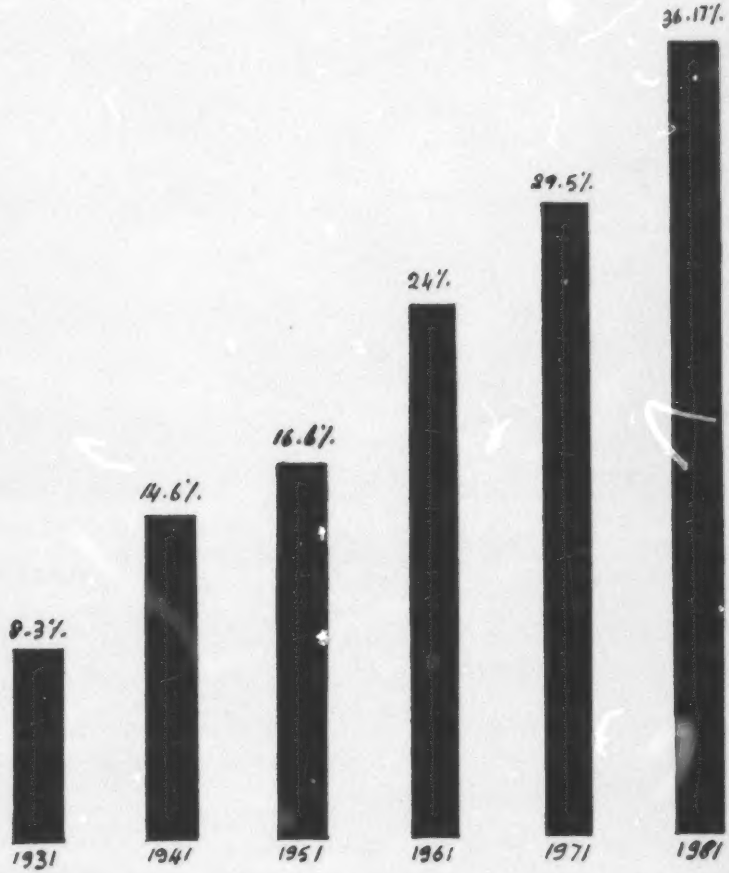
(×) No census date set yet.

(+) Census operations begin on April 20.

1. Source : *The Hindu* 22, March, 1981.

APPENDIX-II

DIAGRAM TO INDICATE LITERACY PERCENTAGE FROM 1931 TO 1981.



APPENDIX-III

ORGANIZING ADULT EDUCATION PROGRAMMES

In order to make adult-education programmes an effective learning sequence a profile has to be codified for the learning group who may be called the target group. Whatever the method or media, these programmes should be organized on certain criteria. The question/answer given below shows a plan for adult literacy programmes.

1. Why the programmes should be organized ?

   To teach certain literacy skills which is linked with their productive efforts, eg. Agriculture, Horticulture, Dairying, Civic and Political life. Illiterates are not keen on acquiring literacy. So it is to be placed in a wide framework of non-formal education. Hence the concept of adult literacy must range with learning, living and earning.

2. To whom are programmes organized ?

   The target population must be clearly identified and the age-group must also be clearly deciphered. That is to say profile of target-group must be identified.

3. Who will be the implementing agency ?

   The agency can be either governmental (say a voluntary agency) or an educational organization.

4. How will the programme be organized ?

   1. Area identification 2. Sensing the feasibility of the programmes through rapport building with local people. 3. Identification of the educational needs of the learners, and literacy should be functional, i. e. occupational and vocational skill development-orienting literacy skills in terms of skill and other related areas of adult learner.

5. What will be the duration of the Programme ?

It should be flexible depending upon the conditions, time, content and method of the Programmes.

6. How long the classes should be held ?

The duration of each particular session is dependent on the availability of the time in terms of the learner. It may be either in the morning or in the evening.

7. Who will be the Instructor ?

Instructional work can be done by teachers, students, social workers, under-employed, unemployed, men and women with certain skill development and training methodology. Local talents can be identified and utilized for this purpose.

8. What will be the content of the Programme ?

The curriculam content of this non-formal education programme should relate to the adult life and immediate interest which should have relevance for his immediate problems and day-to-day life.

8. What should be the method of teaching for adults ?

The teaching methods of adult should be one of learning rather than teaching. No single method can suit this purpose. It should be a combination of diffierent methods. Say, lectures, group discussions, demonstrations. case study method. It should be oriented in terms of the learners motives, capacities, interests and skills. A multi-sensory approach utilizing picture, T. V., Radio. tapes will add strength to the Programme.

10. How to evaluate the programme ?

The prime task of evaluation must be to know how best the programmes are planned, organized and implemented. To be more precise how for the programme objective are fulfiled in terms of adult learners.

APPENDIX-IV

LITERACY THROUGH TELEVISION

The policy statement of the government on adult education in India declares that stress should be laid on learning rather than teaching, on use of the spoken language in literacy programme and on harnessing the mass media. It was this realization that prompted the Department of Adult and Continuing Education, University of Madras to launch a literacy programme through Television on 2nd October, 1978 in collaboration with Doordarshan Kendra, Madras and the Directorate of Rural Development of Tamilnadu. The programme covers 1,500 adult illiterates in the district of Chingleput, South Arcot, and North Arcot which are within the radius of 90 k. m. from Madras. In this programme activities are designed to transmit knowledge and skills and to create opportunities for self fulfilment and for those who have never attended any formal school and for those who have left the formal educational institution.

The State government had provided community television sets to 269 villages and operators were nominated and entrusted with the responsibility of operating the television sets. The sets are located in central places either in a school or panchayat office so that the villagers could visit and view the programme without any difficulty.

'Education for Life' has three components namely awareness, vocational skills, and literacy. Each of the above components was designed on the basis of survey findings from 169 villages. The first component aims at providing information about various perplexing issues faced in the family, community etc. The second component provides various occupational skills to improve the economic level and also knowledge about spending the time usefully. The third component aims at inculcating letters, simple words, sentences and simple arithmatic problems.

The programme was telecast once in a week and the same programme was repeated in the same week, for the benefit of those learners who have missed to view it.

A special training for the animateurs was also arranged by the Department of adult & Continuing Education, University of Madras and Doordarshan Kendra, Madras for the purpose of facilitating the process of learning through these animateurs. Besides removing illiteracy and creating awareness, adult education programme has to have some developmental content. It should be focused to give more importance for the functionality of the programmes.

With a view to evaluate the merits and demerits of the Television programme, letters were sent to the centres, once in a week, requesting the Television animateurs to write their view about the programmes. Based on this feed-back, programmes were modified and restructered.

APPENDIX—V

REPORT OF THE NATIONAL ADULT EDUCATION PROGRAMME — 1979-80

The Department of Adult and Continuing Education started five Adult Education Centres as part of National Adult Education Programme at Ramapuram, Nerkundram, Vanagaram, Chettiaragaram and Nulambur villages during the first week of October 1979. Four more centres in the Villages Madhuravoyal, Velappanchavadi and Valasarawalkam were added in November. All these nine Centres belong to Villiwalkam Panchayat Union, and about 15 to 20 kilometres from the city. Of these three are exclosively for women, four for men and two are co-educational.

Six classes are conducted in the Panchayat Union Schools, one in the verandah on the animateur's house, one in the verandah of the Panchayat Union Office, one in the *Mahalir Mandram* building and one in the library. The enrolment in the men's centres ranges from 22 to 30 and the women's centres from 14 to 28. Whereas the average attendance in the men's centres range from 15 to 24 and that of the women's centres from 11 to 15.

The Students of the M. A., Andragogy of Madras University are incharge of the centres and they visit the centres thrice a week, teach and also assist the local animateur in solving problems and submit a report every week. There is a part-time supervisor who visits each centre every week to help the animateur, supervise and submit reports and bring the problems to the purview of the Co-ordinator. The local animateur is paid a pocket allowance of Rs. 50/- per month and supervisor Rs 150/- per month respectively. The centres are provided with black-boards (if it is not a school), kerosene lights (where there is no electricity), chalk pieces, dusters, attendance register and a visitors book in addition to note-books and pencils for the learners. The classes are held for 2 hours a day, 5 days a week and the timing varies from 4 to 8 p. m. according to the convenience of the learners.

The three components of N. A. E. P. viz, awareness, functionality and literacy are given due emphasis. The classes start with a dialogue of discussion from a real life problem or situation, catering to the "awareness" area. The topics such as health, nutrition, family life, environmental sanitation, importance of preventive measures like vaccination, inoculation etc. have been dealt with. We find it rather difficult to link it with functionality, due to several reasons. Still, in one centre, learners are taught to stitch leaves and in another steps are being taken to teach basket making with plastic wire. So-far as literacy is concerned, the illiterate learners have reached a stage of reading and writing words and simple sentences and addition and subtraction of two or three digit sums. The details of the rural adult education centres run by the Department of Adult and Continuing Education, University of Madras is given below.

S. No.	Name of the village	Men/Women	Enrolment	Average attendence
1.	Nerkundram	Women	25	15
2.	Nulambur	Men	30	22
3.	Ramapuram	Men and Women	30	18
4.	Vanagaram	Men	30	15
5.	Chettiaragaram	Men and Women	22	15
6.	Valasarawalkam	Men	28	14
7.	Velappan Chavadi	Men	30	24
8.	Velappan Chavadi	Women	16	11
9.	Madhuravoyal	Women	14	12

PORUR WOMEN'S CENTRE — A CASE STUDY

In addition to the centres mentioned above the Department also run a few centres to provide practical training to the students of the M. A. degree course in Andragogy in organizing adult education centres. One such centre is at Porur. We may take up women's centre at porur as a case study.

As it was an adult education centre run under National Adult Education Programme, the objectives of the centre were the same as that of N.A.E.P. i.e., to impart awareness, functionality and literacy to the learners. Discussion with the villagers revealed the fact that they were interested in literacy and hence literacy was given priority and awareness was accorded second place. Functionality, in terms of improving their skills, was attempted, but was not successful due to various limitations.

Porur is a village which is situated 15 kms away from Madras. The total population of the town panchayat is about 7000. The adult education centre was conducted in Porur Harijan Colony. A survey was conducted by the animateurs and the following particulars were collected.

TOTAL POPULATION (Harijan Colony)		: 665
SEX	Male	: 334
	Female	: 331
LITERACY	Literate	: 278
	Illiterate	: 387
AGE	0-14 years	: 274
	15-35	: 254
	36 and above	: 137
OCCUPATION	Agricultural Workers	: 125
	Government	: 17
	Factory workers	: 60
	Others	: 21
INCOME	Below Rs. 150/-	: 155
	Rs. 151-Rs. 300/-	: 45
	Above Rs. 300/-	: 14

Some of the voluntary agencies such as the Lions Club which is in Porur has rendered some service to the school. The *Mathar Sangam* with 20 members was not functioning at the time of the survey. A *Balwadi* was run, for the children of that village. Some services are offered by Porur Welfare Association

to the citizens of Porur, the members of which are a few enthusiastic villagers. Primary Health Centre is at Chinna Porur. The Indian Bank in Porur helps the villagers to get loans and encourages savings.

A teacher of the high school who was conducting a non-formal education centre for young boys introduced the animateurs to the village president who was kind enough to inform the villagers about the programme and helped the animateurs by bringing in a few learners to start the Centre. The meeting arranged with a few village women in the President's house gave the animateurs a chance to meet the villagers and exchange a few words on the need for literacy and hence the need for a centre.

The songs sung by one of the animateurs attracted the girls and women alike. The next day, most of the adolescent girls looked forward to the animateurs and willingly accompanied them in going around the village and thus helped them to enroll more learners. The animateurs made it a regular practice to go round the village every day before starting the class (during the seven months period of the programme). This facilitated to establish a good rapport with the villagers and developed a better understanding of the learner's families and their problems. The local people, like the President of the village and a high school teacher and the secretary of the village Welfare Association were helpful.

The identification and enrolment of the learners were made with the help of a few young women and girls of the village. Having enrolled a good number of learners, an informal meeting of the learners with the animateurs was conducted in order to decide the place for the centre, the days and timings when the classes were to be conducted, the content to be covered in the programme etc., (their interests and what they expect of the programme). Thus it was a participatory planning at all levels. It was decided to conduct classes on six days a week (the two animateurs taking classes on alternate days) between 7 and 8 p. m. after the learners return from the day's work. Talking over the content to be covered, it became clear that they were interested

only in literacy though some of them were interested in learning new vocational skills. A public *Kalyana Mandapam* (marriage hall which is within the village) was chosen for conducting the classes. During the first three months, classes were conducted by both the animateurs on alternate days, while rest of the months, the classes were conducted only on three days a week, as one of the animateurs could not visit the village due to personal problem.

There were thirty one learners enrolled at the centre initially. The learners age ranged between ten to twenty eight years. Most of them were young women and four of them were married. All the learners except ten were illiterates. But none of them have had more than their primary education. Almost all of them were employed as coolies in agricultural and construction work.

Literacy : The learners were interested in learning to read and write, especially their names and the names of the other family members. During the 7 months period almost all the letters were covered. Analytical method was used for imparting literacy.

Numeracy : As days progressed the learners themselves realised the need for numeracy and thus after teaching them the numbers from 1 to 100, simple additions and subtractions were taught. The drop-outs who did not have the need to learn from the beginning picked up faster and hence multiplication was also taught to them.

Awareness : The classes began everyday with an informal discussion on a topic of interest to the learners. Anything happening in the village or an interesting piece of news item became the topic for discussion. For example, the news of skylab (space ship) falling on the ground hit the headlines and the learners were too eager to learn more about skylab. Small savings, wages, festivals, the importance of Gandhi Jayanthi and Independence day were discussed as part of awareness.

The words selected for covering the various Tamil alphabets were functional in nature and was taught through analytical method. The learners were first taught to write their own names their parent's names and the name of the village. A few photographs of the learners in various village situations were taken. The discussions held on the theme of the photographs led the learners to select a few words which were taught. The days of the week, the bus routes along with the numbers and the destination which were taught, were very useful to the learners. Names of all the learners taught in the class, built a sense of 'cohesiveness' among the learners. Similar sounding words were taught using the letters already taught. The learners were themselves encouraged to form new simple words. This gave a sense of achievement and confidence to them. The learners were interested to know the use of clock. The animateur prepared a card-board clock with movable hands and taught them to see the time with the use of the model. As learning was motivation oriented, learners attended the centre regularly.

One of the animateurs who was capable of singing film songs well, attracted the learners. Such response was not surprising as the influence of cinema over the people is high. Variety, entertainments like songs and dances were encouraged even after the class, almost on all the days helped to motivate them. Games, both educational and recreational in nature were used in the class for stimulating the learning environment. Stories were read out for attracting the attention of the group. The learners were encouraged to do the tests by announcing small gifts to be given to the learners who do well in the tests.

Other than these, most of the learners had their own reasons for attending the adult education centres. Some of them are worth mentioning here. A married Christian woman wanted to attend the centre, so that she can read the Bible. But she was not given due encouragement by her husband. The chief motive for attending the class for many is to learn to sign their names. Many wanted to read the cinema banners and posters. One of the learners had a bitter experience of being mocked at by a shop-keeper for being

an illiterate. She wanted to overcome the disability and she eager to learn to read and write and hence she joined the centre.

The learners were interested to go on a day's sight seeing to Madras, the nearest city. The animateurs also encouraged this and efficiently persuaded the learners to contribute towards the general class fund. The learners exhibited great enthusiasm in contributing and thus a sense of saving was installed among the learners. In spite of all the efforts, it was saddening to note that the married women were prepared to send their daughters to attend the class, rather than themselves attend, though they were also in need of literacy.

There had been several incidents which provided rich experience to the animateurs. The beneficiaries of T. V. literacy programme organized by the Madras Doordharshan and the Department of Adult and Continuing Education are those who have the community T. V. sets at certain villages and Porur is one of them. The Doordharshan Kendra, as part of motivation, used to select one of the learners for interview from the rural centres. The T. V. programmers had decided to give a prize to the best learner. The animateurs chose one of the illiterate learners, who was regular in attending the class and who picked up the lessons well, as the best learner. When the other learners came to know of it they were very unhappy and misunderstanding developed between the animateurs and the learners which was later resolved. It was a good opportunity for the animateurs to learn the fact that such matters have to be discussed with the learners and finalised. The problems faced by the animateurs are listed below.

1. It was difficult for the women animateurs to conduct the class and come back late at night to their residence in city.
2. No transport was provided for the animateurs.
3. The different literacy levels of the learners, the difference in the rate of learning, in addition to the irregularity of the learners were problems which interfered in conducting literacy sessions.

4. The room where classes were held did not have a door, and hence the urchins and boys entered the class room made noise and teased the learners for learning at such a late age which was a perennial problem to be reckoned with.

5. The T. V. entertainment programmes and cinema used to distract the learners. This was also one of the chief causes for the irregularity of the learners, in attending the literacy centre.

6. Parents of the girls never has open mind and they suspected sending girls to literacy centre alone. Also co-education was not welcomed on their part.

Similarly the problems faced by the learners are listed below.

1. The conservative nature of the rural people was evident when the parents as also the learners wanted the classes to be conducted in their own street and when it was decided to conduct the class in public place, many withdrew from the programme.

2. The learners were shy to learn in open space.

3. The villagers suggested in the beginning two different timings. When it was fixed between 7 to 8, one group did not attend the class.

4. The learners were under the belief that one would learn better only when taught in the traditional method.

5. The parents, husband and brothers of some of the learners were not willing to send the learners to the class, suspecting that it could be a co-educational class.

6. Some of the learners who were married, lived separately at the time of joining the centre. When they were reunited with their husbands, they discontinued.

7. Some of the learners dropped out of the class on attaining puberty, which is a rural tradition.

8. The heavy house hold work was a drag on many of the learners and so they were irregular.

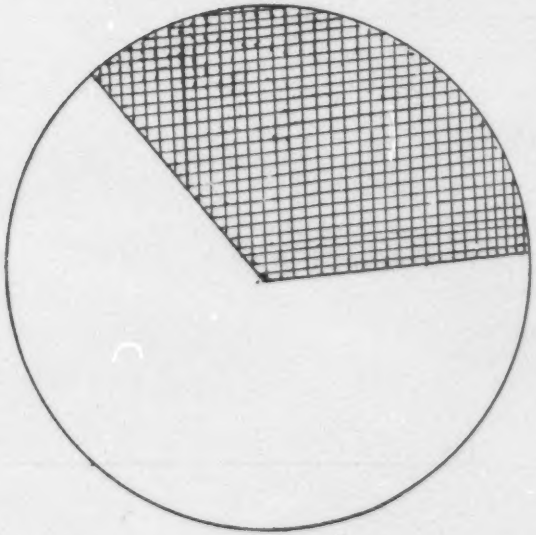
9. Married women were teased by the village children for attending the classes.

10. Some of the learners would stay back to watch T. V. after the class and go back home late, to which the parents objected.

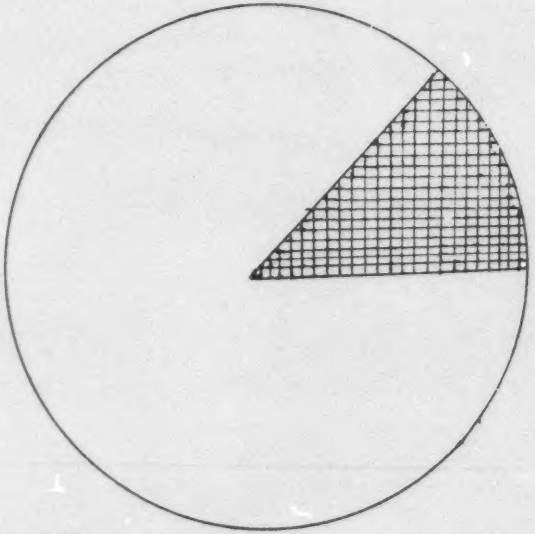
The experience of post graduate (Androgogy) student animateurs only indicate that experience is the best teacher. They are in agreement with the opinion of J. R. Kidd who observed that the "Adult Education is a new field where the indicators of the successful programmes are only two viz expertise in adult education and a dedicated committment to the task ahead".

APPENDIX VI FIGURE I

LITERACY PERCENTAGE OF RURAL AREA IN 1971



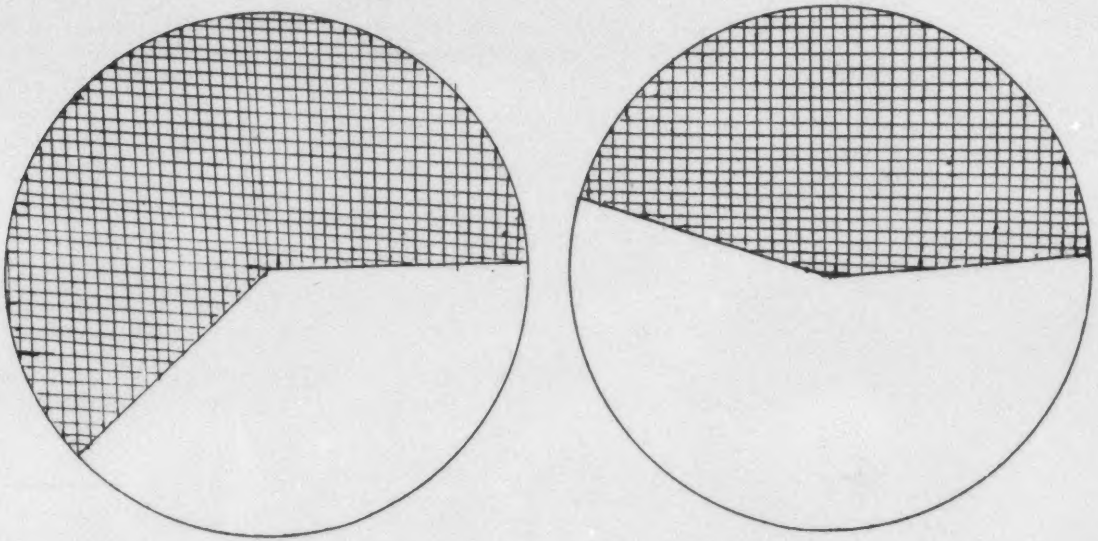
MALE : 33·77%



FEMALE : 12·92%

APPENDIX VII [1] FIGURE II

LITERACY PERCENTAGE OF URBAN AREA IN 1971



MALE : 61·55% **FEMALE : 41·99%**

1. Prited in page 67 as appendix VIII. Read it as VII.

APPENDIX VIII

SIXTH FIVE YEAR PLAN (1980-85)

A FRAME WORK

The main objectives of educational development as indicated by the Ministry of Education, Government of India will be :

1. To ensure essential minimum education to all children upto the age of 14 years within the next 10 years, particular attention being paid to school drop outs and to these groups which are in danger of getting left behind because of their special circumstances through appropriable programmes such as these designated to promote 'Learning while earning'.

2. To provide all citizens literacy, numeracy, basic understanding of the surrounding world and functional skills of relevance to daily life and to local environment.

3. To promote the value of secularism, democracy, national integration and dignity of labour through out the educational system.

4. To lay stress in the creation of new facilities on technical and vocational institutes and locate them to the mazimum extent possible in rural area.

5. To the problem of poverty, illiteracy and environmental degeneration through organized participation in poverty reduction and environment improvement programmes.

6. To facilitate development, mobilisation, organization and utilization of the youth, to involve and participate in the process of national development and

7. To support the growth of arts, music, poetry, dance, drama including folk art as instruments of cultural, educational and national integration.

APPENDIX IX

LEARNER-AIDS IN TEACHING ADULTS

INSTRUCTIONAL METHODS AND MATERIALS.

Teaching adult is an exciting responsibility. It is exciting because an adult-learner is a part of great, worldwide educational movement. Audio-visual teaching methods offer the teacher the unique opportunity to increase the clarity and effectiveness of vital message. Those educators who are in the field of adult-education and whose challenge is to extend the frontier of knowledge will find audio-visual methods particularly useful. The fundamental objective of educator everywhere is to make presentation of the lesson interesting and lasting for. This objective can often be reached most effectively through the use of audio-visual instructional materials and methods.

There are a wide variety of audio-visual instructional materials and methods. Many people have classified them in many ways. The following classification will give an idea about various kinds of audio-visual materials and methods which can be used in teaching the adults effectively.

AUDIO VISUALS [1]

- Materials
  - **Audio**
    - Radio
    - Tape Recorder
    - Disc Recorder
    - Public Address Equipment
  - **Audio Visual**
    - Sound Film
    - Television
    - Exhibition
    - **Projected**
      - Film
      - Filmstrip
      - Slide
      - Opaque
      - Overhead
    - **Non-Projected**
      - Chalk-board
      - Bulletin board
      - Flannerlgraph
      - Poster
      - Models
      - Specimen
      - Chart
      - Photographs
    - **Written**
      - Leaflet
      - Newsletter
      - Circular letter
      - News Article
      - News Story
      - Wall Newspaper
- Methods
  - Field Trips
  - Study Tour
  - Demonstration
  - Dramatisation

From the above chart it is clear that there are wide variety of audio-visual aids available to a resourceful educator. The selection of appropriate aid to the occasion depends upon (1) objective of the teaching ; 2) background experience of the audience ; 3) cost and availability. Pictures tell us more than what words can ever do. Many words have more than one meaning. Words cannot tell everything clearly and precisely. This is where visuals play a crucial part in the reading/learning situations.

VISUAL AIDS

Visual Aid	Description	Utility
(1)	(2)	(3)
1. Chalk Board	A rigid surface painted green or black; on which one can write or draw with chalk.	Inexpensive, can be homemade, easily maintained, minimum of preparation. Enables audience participation. Used day or night.
2. Flannel Board	A piece of flannel, terry cloth or felt cloth attached to a rigid surface on which cut out figures will adhere if backed with flannel or felt cloth. sand paper or glued sand.	Inexpensive, easily made from local materials. Easily maintained and transported in remote areas. Figures can be used in different presentations. Ideal for showing 'sequence of events' and reviewing lesson, as figures can be brought back on the board.
3. Posters	A message on a large sheet of paper and with an illustration and a simple writen message.	Inexpensive, easy to make. Requires a minimum amount of time to prepare and use. Easy to transport.

Visual Aid	Description	Utility
(1)	(2)	(3)
4. Flip charts	Illustrations on paper or cloth, usually larger than 21 cm by 27 cm; bound together with rings or string. They flip over in sequence.	Inexpensive, can be home-made, and can be easily transported. Good way to give information in sequence ; because they are bound illustrations stay in sequence.
5. Flash cards	Illustrations made on heavy paper that is usually smaller than 21 cm by 27 cm. The illustrations are not bound, but are arranged in sequence.	Inexpensive, can be home made, very easy to transport. Good way to give information in sequence to small groups.
6. Bulletin Boards	A surface, at least $\frac{3}{4}$ m by 1 m, into which stick pins can be placed Drawings, photos and lettering can be displayed on the board.	Inexpensive, can be home made from local materials. Good way to present a 'changing' message in areas where people gather.
7. Demonstration	Using actual ingredietnts, tools, or land, the educator shows how something is done. Either at that time, or soon thereafter, each audience member displays an ability to do new thing.	Excellent way to use actual materials in a real situation. Uses local materials. Easy to understand by people not used to looking at illustrations. Good way to get audience participation.
8. Slides	35mm film in plastic or card-board mounts 5 cm by 5 cm. In colour or black and white, they are projected on a screen or a well.	Dramatic, less expensive than cinema film, excellent way to bring distant things to audience and to show time sequence. Battery-operated projectors available. Local photos easily made.

AUDIO-VISUAL AIDS

Audio-Visual Aids	Description	Utility
(1)	(2)	(3)
1. Film strips	Strip of 35mm film, colour or black and white. Photographs in sequence. Film strips projected on screen or wall. Uses projector with filmstrip adapter. Filmstrips horizontal or vertical format.	Dramatic, less expensive than cinema film and slides. Once inserted correctly in projector, impossible to get out of sequence. Can show photos of the real thing and shows sequence in time. Battery-operated projectors available. Relatively easy to transport.
2. Film	Colour or black and white, 16 mm or 8 mm cinema film, with sound, projected on a screen or wall.	Dramatic and gets the audience's attention. Shows motion and therefore helps explain step-by-step and time - sequence very well.

The instructional product development unit of the Department of Adult and continuing Education, University of Madras, has developed a few materials for effective teaching-process. The Instructional product development is the optional subject for the Master's Course in Andragogy. In a broad-framework, these subjects deal with curriculum frame for adult education programmes and the instructional materials which can be used for quicker and better comprehension of literacy by adult-learner through play-way method (games). Since I am a faculty member in-charge of the instructional product development unit these materials were produced under my supervision and guidance. This is a team-work of the instructional product development optional students and the faculty member in-charge to give shape to their thinking in a systematic and scientific way.

Under the purview of Garlet's definition of instructional technology which says that any systematic and scientific explanation of a concept can also be called instructional technology. The instructional product development unit has produced a number of instructional materials for the Master's degree course. They are listed below :

1. Discussion Sheets
2. Charts
3. Indigenious flannel board
4. Literacy Dise
5. Literacy Awarness tool
6. Numeracy chart
7. Literacy chart
8. Numeracy play-cards
9. Cultural stone games
10. Letter picture-matching game.

APPENDIX X

EVALUATION TOOLS FOR THE ANIMATEURS

1. Centres' Name : Date :
2. Location of the Centre :
3. Preparation for the week
   (a) Objectives
   (b) Content
   (c) Method
   (d) Aids
   (e) Others
4. Attendance of the learners for the week

Age Groups	No. on Roll			No. Present		
	Males	Females	Total	Males	Females	Total
15-20						
21-30						
31 & above						
Total :						

Percentage

5. Class Started at :
6. Functioning of the class :
   (a) How started ?
      (i) By lecture
      (ii) By discussion
      (iii) By games
      (iv) By cultural programmes
      (v) By others

7. (a) Were you able to complete the weeks programme with the prepared materials for the week ?

   (i) If yes, how ?

   (ii) If no, mention the reason

   (b) If you use any material other than what you prepared explain :

   (i) The content of the programme

   (ii) Methods used

   (iii) Materials/Aids used

   (iv) Others

8. (a) Involvement of the participants (give complete details) :

   (i) Learners participated enthusiastically

   (ii) Learners participated less enthusiastically

   (iii) Did not participate

   (b) Reasons for non-participation

   (c) Steps taken to motivate the participants

   (d) Things covered in the weeks programme

   (i) Literacy

   (ii) Functional

   (iii) Others

   (iv) New things

   (e) Problems faced during the week

   (f) Steps taken to solve the problems

   (g) Achievement of the week's programme

   (h) Brief evaluation report of the week's programme

Place Signature

Date Name

APPENDIX XI

LEARNERS EVALUATION TOOL FOR LITERACY ACHIEVEMENTS

Name of the learner..... Sex.....

Name of the centre ..... Age.....

Occupation .....

SEMI-LITERACY STAGE

1. able to held a pencil .....
2. able to copy single figures .....
3. tells time by the clock .....
4. writes his/her name .....
5. reads separate letters .....
6. writes separate letters .....
7. reads usual words .....

NEO-LITERACY STAGE

1. reads simple words .....
2. reads sentences word by wrod .....
3. writes simple sentences .....
4. reads fluently .....
5. drafts a letter .....
6. writes from dictation numbers with 3 figures .....
7. adds, subtracts, multiples and divides with 2 figures .....
8. writes any number .....

APPENDIX XII

ADULT EDUCATION AGENCIES
INTERNATIONAL LEVEL

1. Training Research and Development Station,
   P. Box. 1565, Prince Albert, Saskatchewan,
   CANADA.

2. International Institute for Adult Literacy Methods,
   Documentation Centre, P. Box. 1555, Teheran,
   IRAN.

3. National Committee for World Literacy Programme, Library,
   133/2, Kharadamande Shomali-Ave., Tehran, IRAN.

4. National Council of Adult Education,
   192, Tinakori Road, Wellington, P Box 12-114,
   Wellington North, NEWZELAND.

5. Institute of Adult Education, University of Ibadan,
   Ibadan, NIGERIA.

6. UNESCO Regional Centre for Book Development in Asia,
   26-A, P E. C. H. S. Karachi-29, PAKISTAN.

7. Marguerite Harvey Research Institute,
   P. Box 314, Durban, Natal, SOUTH AFRICA.

8. Institute African,
   24, Rue Rothschild 1211, Geneva, SWITZERLAND.

9. UNESCO Regional Office for Education in Asia,
   P. Box 1421, Bangkok, THAILAND.

10. Department of Adult Education, Manchester University,
    Burnswick Street, Manchester M13 9PL,
    UNITED KINGDOM.

11. University of Reading, Agricultural Extension & Rural Development Centre, 16, London Road, Readings, Borkshire, UNITED KINGDOM

12. Adult Education Research Information Processing Centre, Department of Adult Education, Florida State University, Tallahassee, Florida 32306, U. S. A.

13. Institute of Adult Education, University of Ghana, P. Box 31, Legon, GHANA.

14. Directorate of Adult Education, Ministry of Education & Culture, Government of India, 34, Community Centre, Basant Lok, Vasant Vihar, New Delhi, INDIA.

15. National Adult Education, 14, Fitzwilliam Place, Dubhian-2, IRELAND

16. Board of Adult Education, Government Road, P. O. Box 30117, Nairobi, KENYA.

17. UNESCO, Adult Education Section, 7 Place de Fontenoy, Paris 75007, FRANCE.

18. Statistics and Evaluation Unit, Vocational and Industrial Training Board, Vocational Drive, Singapore 0513 SINGAPORE.

19. Institute of Adult Education, P. Box 20679, Dar-es-Salam, TANZANIA.

20 Adult Education Association of U. S. A., 810, Eighteenth Street, N. W., Washington D. C. 20006, U. S. A.

21. National Centre for Research in Vocational Education, Ohio State University, 1960 Kenny Road, Columbus, O H-43210, U. S. A.

22. UNESCO Regional Office for Education in Africa, B. P. 3311. Dakar, Senegal.

23. Documentation Centre for Education in Arab Countries,
National Centre for Educational Research,
33, Falaki Street, Cairo, EGYPT.

24. ASPBAE Documentation and Information Centre,
P. Box 1225, Canberra City 2631, AUSTRALIA.

25. International Council for Adult Education,
Latin American Programme, 1070 West Broadway, Off 330,
Vanconver, B. C. Canada, V6N, 3M2.

26. Literacy International Committee, 9-a,
Maharani Bagh, New Delhi, INDIA.

27. Adult Learning Centre, North Carolina State University,
P. O. 5096, Raleigh, North Carolina 27607, U. S. A.

28. Adult Literacy Information Centre, 3723, Chestnut Street,
Philadelphia, Pa., 19104, U. S. A.

29. Laubach Literacy, Inc., Library, 1012 Harrison Street,
Syracuse, N. Y. 13210, U. S. A.

30. National Education Association (N. E. A.) Adult Education,
Clearing House, 1201-16th St., N. W. Washington
D. C. 20036, U S. A.

31. National Multimedia Centre for Adult Education,
14, Normal Ave., Montclair State College, Upper Montclair,
N. J 07043, U. S. A.

NATIONAL LEVEL

1. Indian Adult Education Association,
17-B, Indraprastha Marg, New Delhi-110001.

2. Literacy House, P. O. Singarnagar, Kanpur Road,
Lucknow, Uttar Pradesh.

3. Rural Welfare Board,
Sri Darboji Tata Trust, Bombay House, Bombay-1.

4. National Council of Y. M. C. A.'s of India,
   Massery Hall, Jai Singh Road, New Delhi-110001.

5. Indian University Association for Continuing Education,
   17-B, Indraprastha Marg, New Delhi-110001.

6. All India Women's Conference,
   Sarojini House, 6, Bagwan Das Road, New Delhi-1.

7. Kasthurba Gandhi National Memorial Trust,
   P. V. Kasthurbagram, Indore, Madhya Pradesh.

8. Poona Seva Sadan Society,
   613-14, Sadasiv Peth, Poona-32, Maharashtra.

9. Central Bharat Sevak Samaj,
   9-A, Theatre Communication Building, Connaught Circus,
   New Delhi-11.

10. Bharatiya Gramma Mahila Sangh,
    National Association of Rural Women India 104, Jamnagar
    Hutments, (Block II), Manisingh Road, New Delhi-11.

11. Directorate of Non-Formal Education,
    Government of India, Ministry of Education &
    Social Welfare, 34, Community Shoping Centre,
    Besant Lok, Vasant Vihar, New Delhi.

12. Literacy International, Committee Information Centre,
    A-9, Maharani Bagh, New Delhi-14.

13. Directorate of Extension,
    Ministry of Agriculture & Irrigation,
    Krishi Bhavan, New Delhi.

STATE LEVEL

1. Andhra Mahila Sabha,
   University Road, Hyderabad Andhra.

2. Gujarath State Social Education Committee,
   Daria Mahal Street, Gujarat.

3. Mysore State Adult Education Council,
P. B. No. 2, M. Krishnamurthipuram, Mysore-4.

4. Kerala Gandhi Smarak Nidhi,
Gandhi Bhavan, Trivandrum-14, Kerala.

5. Maharashtra State Social Education Committee,
Central Building, Poona, Maharashtra.

6. Maharasthra State Women's Council,
Town Hall, Bombay-1.

7. Rajestan Vidyapeth, Udaipur, Rajasthan.

8. West Bengal Adult Education Association,
Student's hall, College square, Calcutta-12.

9. Tamilnadu Gandhi Smarak Nidhi,
Madurai, Tamilnadu.

10. Tamilnadu Sarvodaya Sangh, Gandhi Nagar,
Tiruppur, Coimbatore Dist.

11. Guild of Service (Seva Samajam),
Nungambakkam High Road, Madras-34.

12. P. S. G. Arts College Social Service League,
Coimbatore-2.

13. Sri Ramakrishna Mission Vidyalaya,
Coimbatore.

14. Department of Adult and Continuing Education,
University of Madras, Chepauk, Madras-5.

15. Directorate of Social Welfare, State Social Welfare Board,
100-B, Anna Salai, Madras-6.

16. Directorate of Rural Development,
Kuralagam, Madras-1.

17. Education Department, Government of Tamilnadu,
Fort St. George, Madras-9.

18. The Chairman, Khadi and Village Industries Commission,
10, Raman Street, T. Nagar, Madras-17.

19. The Gandhigram Institue of Rural Health and
Family Planning,
P. O. Ambathurai, R. S. Madurai Dist.

20. Women's Voluntary Service of Tamilnadu,
"The Willington"
8, Commander-in-Chief Road, Egmore, Madras-8.

21. State Council of Educational Research & Training
DPI's Compound, Nungambakkam, Madras-6.

22. Regional Council for Adult Education,
Vasu Street, Kilpauk, Madras-10.

23. The Tamilnadu Board of Continuing Education,
St. Thomas Convent, Mylapore, Madras-4.

24. State Resource Centre for Non-formal Education,
18, Adams Road, Madras-5.

UNIVERSITY DEPARTMENTS

1. Department of Continuing / Adult Education,
Aligarh Muslim University,
Aligarh (Uttar Pradesh).

2. Department of Adult / Continuing Education,
Andhra University,
Waltair (Andhra Pradesh).

3. Department of Adult / Continuing Education,
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Ahmedabad-14 (Gujarat).

4. Department of Adult / Continuing Education,
M. S. University of Baroda (Gujarat).

5. Centre of Continuing / Adult Education,
University of Poona, Arts Faculty Building,
Poona (Maharashtra).

6. Department of Adult Education,
University of Rajasthan,
Jaipur (Rajasthan).

7. Department of Adult / Continuing Education,
Shrimati Nathabai Damodar Thackersey Womens' University,
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9. Department of Adult / Continuing Education,
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APPENDIX XIII

GLOSSARY

ADULT EDUCATION is a life-long education where in an individual's potentiality is developed, his power to learn is strengthened and an individual is made to be aware of his existing reality through participation, dialogue and action. Becoming a self-actualized person to create a better society is the core of adult education.

FORMAL EDUCATION is graded and examination oriented system of education in which the individual is banked or stuffed with knowledge by the teacher The individual is made to receive information without questioning and reflective thinking.

INCIDENTAL EDUCATION : Incidental learning is what occurs automatically in the process of living, as a result of what an individual absorbs from the environment in which he lives or grows up. Incidental education means all that one learns as a concomitment of growing up in a society.

INFORMAL EDUCATION is any learning which takes place from birth to death. It can be achieved in any interacting situation. Interaction can be with persons, books or media. Socialization of an individual in the family and the particular culture and the community in which the individual lives is the source for informal learning.

NON-FORMAL EDUCATION is an organized and systematic activity conducted outside the formal system which enable the individual to learn new skills, attitude and behaviour to fit him into the existing society taking into consideration the individuals environment and aptitude.

VOCATIONAL EDUCATION is one which prepared the trainees for skilled or semi-skilled employment in the unorganized sector.

QUALITY EDUCATION is that which brings about change in character. Other definitions would be furthering education, complementary education.

CITIZENSHIP EDUCATION is one which helps an understanding of the problems facing the society and the country.

INDIVIDUALISING EDUCATION: Education undertaken by each individual at his own place which is carried on through programmed machines, correspondance courses and so on.

REMEDIAL EDUCATION is that which an individual during the course of his learning acquires what is missing in him to upgrade himself in the society. If further concerns with the identification of educational needs whenever they appear and with the provision of relevant educational programmes. Remedial teaching is based on a different diagnosis which forms the basis for scientific remedial procedures.

GENERAL EDUCATION is that which is provided by some traditional non-formal channels based on oral tradition. This provides a world-view information about society, religion and Government.

POLITICAL EDUCATION may be defined as the preparation of a citizen to take well-informed, responsible and sustained action for participation on the national struggle for the realization of the socio-economic objectives of the country.

BASIC EDUCATION is the education of life, through life and for life which stresses an all-round development of the learner, as defined by Gandhi, it is craft-education which caters for total development of student.

SOCIAL EDUCATION is a course of study, directed towards the production of conscious citizenship among the people and the promotion of social solidarity among them. It aims at the production of an educated mind among the masses. It is defined as an educational experience provided to adult learners according to their needs and interest.

CONTINUING EDUCATION covers the liberal arts, professional education, sciences, technology, specialized areas of learning whether in the fields of law, medicine, engineering, ecology, human relations, individual or group problems, civic matters, etc.

IN-SERVICE EDUCATION : The education of an adult which he receives after entering certain profession to update himself in view of the techniques and methods of new informations.

LIFE-LONG EDUCATION is one which reaches out to all life because it is all of life. There is no sector of life left without learning. Man as child, as youth, as worker, as farmer, as scientist, as teacher, as politician, every sphere is the centre of education.

COMMUNICATION : The act of transmission of an idea or a message from a source to a receiver ; the discipline which explains methods and techniques of communication.

EVALUATION : A research-based assessment of any programme, project or plan vis-a-vis its objectives.

EXTENSION : A mode of imparting a new method, practice, approach or knowledge through face to face education or demonstration.

MOTIVATION : The encouragement for a person to act in a particular desired direction.

INCENTIVE : Anything offered in cash or kind to prompt a person to accept or adopt or bring into any particular type of adult education programme.

TARGETS : Pre-fixed quantitative goal to be achieved through programme efforts. In case of adult education, it is specified in terms of number, or proportion of adopters of specified methods.

URBAN : An area either with a municipal body or a cantonment board of one, with a density not less than 1,000 per square mile, a population of more than 5,000 of which at least three-fourths of the working population are engaged in occupations other than agriculture, or any other are so declared by the State Census Officer.

VITAL STATISTICS : Statistics relating to literates, illiterates, caste, community etc., of a given country or place or village.

MASS MEDIA : The various means for transmitting information and knowledge to large number of people, specially to motivate people to act in a desired, new way. Examples are radio, newspapers, cinema, exhibitions, printed material, posters, wall paintings, etc.

FUNCTIONAL LITERACY : This is fairly a new concept which includes skill development at the conceptual level for the purpose of development. Its function is to make-up, to some extent, deficiency of final schooling. The objective is primarily social and cultural rather than mere literacy developments.

Therefore the significant goals of functional literacy is to introduce new values conducive to development. Hence training is vocational in character like the agricultural training or industrial training as the case may be. Teaching of literacy skills is linked with their productive efforts like agriculture, horticulture, dairying, civic and political life. It is placed in a large frame-work of non-formal education. This new approach which is called as work-oriented functional literacy vocational training is a crucial element in the concept of functional literacy. It was on 8th September 1965 in Teherran at a Conference of 89 States, the concept of Functional literacy has first evolved.

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